

Spring 2015

# An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Synchronous Distance Supervision

Robert Milton Carlisle III  
*Old Dominion University*

Follow this and additional works at: [https://digitalcommons.odu.edu/chs\\_etds](https://digitalcommons.odu.edu/chs_etds)



Part of the [Counseling Commons](#), and the [Educational Psychology Commons](#)

---

## Recommended Citation

Carlisle, Robert M.. "An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Synchronous Distance Supervision" (2015). Doctor of Philosophy (PhD), dissertation, , Old Dominion University, DOI: 10.25777/jzg3-3q57  
[https://digitalcommons.odu.edu/chs\\_etds/36](https://digitalcommons.odu.edu/chs_etds/36)

This Dissertation is brought to you for free and open access by the Counseling & Human Services at ODU Digital Commons. It has been accepted for inclusion in Counseling & Human Services Theses & Dissertations by an authorized administrator of ODU Digital Commons. For more information, please contact [digitalcommons@odu.edu](mailto:digitalcommons@odu.edu).

**AN EXAMINATION OF SUPERVISORY WORKING ALLIANCE, SUPERVISEE  
DEMOGRAPHICS, AND DELIVERY METHODS IN SYNCHRONOUS  
DISTANCE SUPERVISION**

by

Robert Milton Carlisle III  
B.A. May 2007, Rutgers University  
M.A. May 2012, Rider University

A Dissertation Submitted to the Faculty of  
Old Dominion University in Partial Fulfillment of the  
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

COUNSELOR EDUCATION AND SUPERVISION

OLD DOMINION UNIVERSITY  
May 2015

Approved By:

---

Danica Hays (Chair)

---

Shana Pribesh (Member)

---

Chris Wood (Member)

## **ABSTRACT**

### **AN EXAMINATION OF SUPERVISORY WORKING ALLIANCE, SUPERVISEE DEMOGRAPHICS, AND DELIVERY METHODS IN SYNCHRONOUS DISTANCE SUPERVISION**

Robert Milton Carlisle III  
Old Dominion University, 2015  
Chair: Dr. Danica Hays

The use of technology in synchronous supervision has increased throughout counselor education. The current study explored the degree of technology used in synchronous university supervision across counselor education programs, examined the relationship between demographic variables (income, location from university, children 18 and under, and hours worked per week) and synchronous distance supervision, and examined the relationship between various synchronous supervision delivery methods and supervisory working alliance. A cross sectional, non-experimental correlational design was used and participants ( $N = 673$ ) consisted of supervisors and supervisees from CACREP accredited counselor education programs who have participated in university supervision. A statistically significant relationship was identified between number of children 18 and under, location, and the odds of participating in synchronous distance supervision. A statistically significant relationship was also identified between the number of delivery methods used in synchronous distance supervision (one method or more than one method), the supervision course level (practicum or internship), and supervisory working alliance.

This dissertation is dedicated to my wife and daughter.



## ACKNOWLEDGEMENTS

There are many people that I wish to thank for sharing in this journey with me. First and foremost, I thank my wife Kristy for your continual love, support, encouragement, and for being my best friend. None of this would have been possible without you. We fearlessly chased both our dreams while starting a family, and our partnership is what made it all possible. Lana, my daughter, thank you for being the greatest joy of my life and for never letting me forget what matters most to me.

Thank you to the members of my dissertation committee. Dr. Hays, I cannot thank you enough for helping me develop as a counselor educator. Your guidance helped me find my family-work balance more than you know. Dr. Pribesh, you helped me become a researcher. Thank you for letting me test my metal while giving me your full support at the same time. Dr. Wood, thank you for investing in me as a growing person and professional. In addition to appreciating your guidance on our projects, I deeply valued our many conversations. Thank you to the numerous faculty members that have mentored me in various areas over the years: Dr. Remley, Dr. Ahia, Dr. Goodman-Scott, Dr. Moe, Dr. Neukrug, Dr. Grothaus, Dr. Thompson, Dr. Dustin, and Dr. Spina.

Last but not least, thank you to my cohort members and fellow doc students. Your support and friendship was and is invaluable. I wish to give a special thanks to two individuals. Gina, thank you for encouraging me to stick my hand out so I could get bit by the research bug. Your support and friendship over the years has been endless. Kevin, you have always looked out for my family and me, and I can't thank you enough for that. Even during times of competition, you have selflessly helped me better myself. Thank you to everyone.

## TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
COPYRIGHT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	vii
LIST OF FIGURES.....	xi
 <b>CHAPTER 1: STATEMENT OF THE PROBLEM.....</b>	 <b>1</b>
INTRODUCTION.....	1
RESEARCH PROBLEM.....	8
PURPOSE AND SIGNIFICANCE.....	10
RESEARCH QUESTIONS.....	11
DEFINITION OF TERMS.....	12
DELIMITATIONS.....	18
SUMMARY.....	20
 <b>CHAPTER 2: LITERATURE REVIEW.....</b>	 <b>21</b>
SUPERVISION.....	22
SYNCHRONOUS DISTANCE SUPERIVSION.....	27
WORKING ALLIANCE.....	37
SUPERVISORY WORKING ALLIANCE AND SUPERVISION	
OUTCOMES.....	41
THE AFFECT OF VARIABLES ON SUPERVISORY WORKING	
ALLIANCE.....	45
FACTORS UNIQUE TO DISTANCE SUPERVISION ON	
SUPERVISORY WORKING ALLIANCE.....	49
SUMMARY.....	54
 <b>CHAPTER 3: METHODOLOGY.....</b>	 <b>57</b>
PURPOSE STATEMENT.....	57
RESEARCH QUESTION AND HYPOTHESES.....	57
RESEARCH DESIGN.....	59
INSTRUMENTATION.....	59
PARTICIPANTS AND PROCEDURES.....	69
DATA ANALYSIS.....	102
SUMMARY.....	120
 <b>CHAPTER 4: RESULTS.....</b>	 <b>121</b>
RESEARCH QUESTION ONE.....	121
RESEARCH QUESTION TWO.....	138
RESEARCH QUESTION THREE.....	149

RESEARCH QUESTION FOUR.....	163
SUMMARY.....	176
<b>CHAPTER 5: DISCUSSION.....</b>	<b>178</b>
MAJOR FINDINGS.....	178
LIMITATIONS.....	189
IMPLICATIONS.....	200
FUTURE RESEARCH DIRECTIONS.....	202
SUMMARY.....	205
<b>CHAPTER 6: MANUSCRIPT.....</b>	<b>206</b>
ABSTRACT.....	207
INTRODUCTION.....	208
METHOD.....	212
RESULTS.....	216
DISCUSSION.....	224
FUTURE RESEARCH.....	227
REFERENCES.....	229
TABLES.....	233
<b>REFERENCES.....</b>	<b>234</b>
<b>APPENDIXES.....</b>	<b>249</b>
A. SUPERVISION DELIVERY METHODS SURVEY- SUPERVISEE FORM.....	249
B. SUPERVISION DELIVERY METHODS SURVEY- SUPERVISOR FORM.....	262
C. WAI-SHORT FORM PERMISSION FOR USE.....	275
D. SURVEY TEMPLATE .....	280
E. SURVEY DRAFT ONE.....	282
F. SURVEY DRAFT TWO.....	296
G. EXPERT REVIEW PANEL FEEDBACK.....	307
H. SURVEY DRAFT THREE.....	336
I. FINAL REVISIONS AFTER PILOT STUDY.....	347
J. SURVEY INVITATION LETTERS.....	359
K. HUMAN SUBJECTS APPROVAL.....	371

## LIST OF TABLES

Table	Page
1. ACES and ACA Member Demographic Characteristics.....	74
2. Professional Characteristics.....	77
3. University Frequency Distribution.....	78
4. Personal Characteristics.....	80
5. Fall 2014 Data Collection Timeframe and Points of Contact with Potential Participants .....	91
6. Fall 2014 Data Collection Timeframe and Respondent Distribution Replies for CACREP E-mail List and CESNET.....	92
7. Fall 2014 Data Collection Timeframe, Survey Attempts, and Survey Completion.....	93
8. Spring 2015 Data Collection Timeframe and Points of Contact with Potential Participants.....	100
9. Spring 2015 Data Collection Timeframe and Respondent Distribution Replies for CACREP E-mail List, Listservs, and a National Conference.....	101
10. Spring 2015 Data Collection Timeframe, Survey Attempts, and Survey Completion.....	102
11. Data Screening RQ 1/Part 1 of the Survey.....	109
12. Data Screening RQ 2 and RQ 3/Part 2 Survey.....	110
13. Variables Matrix.....	111
14. Frequency: RQ 1, Program Course Delivery and Distance Supervision.....	124
15. Frequency: RQ1 Forms of Technology.....	125
16. Frequency: RQ 1 Web Conferencing Software.....	127
17. Frequency: RQ 1 Methods for Sharing Client Sessions.....	129
18. Frequency: RQ 1 Methods for Sharing Supervision Paperwork.....	131

19.	Frequency: RQ 1 HIPAA,FERPA,ACA Code of Ethics Training.....	134
20.	Frequency: RQ 1 HIPAA,FERPA,ACA Code of Ethics Perceptions.....	136
21.	Descriptive Statistic: HIPAA, FERPA, ACA Code of Ethics Perceptions.....	137
22.	Descriptive Statistics: RQ 2.....	139
23.	Correlations: RQ2 for Income, Children18, and WorkHours.....	140
24.	Model Fit and Data Cleaning: RQ 2 .....	142
25.	Model Fit for Cleaned Simple and Interactions Term: RQ 2.....	142
26.	Parameter Estimates for Delivery Method: RQ 2.....	148
27.	Descriptive Statistics: RQ 3.....	151
28.	Frequency: RQ 3Distance Supervision Experience in Months.....	152
29.	ANCOVA: RQ 3Tests of Between-Subjects Effects for SWA and Delivery Method.....	156
30.	ANOVA: RQ 3Tests of Between-Subjects Effects for SWA and Delivery Method.....	157
31.	Between-Subjects Factors: RQ 3 Supplementary Model.....	160
32.	ANCOVA Tests of Between-Subjects Effects: RQ 3 Supplemental Model.....	164
33.	ANOVA Tests of Between-Subjects Effects: RQ 3 Supplemental Model.....	165
34.	Descriptive Statistics RQ 4.....	165
35.	Frequency Distribution Dist.Sup.Experience: RQ 4.....	166
36.	ANCOVA Tests of Between-Subjects Effects: RQ 4.....	169
37.	Between-Subjects Factors: RQ 4 Supplemental Model.....	172

38.	ANCOVA Tests of Between-Subjects Effects: RQ 4 Supplemental Model.....	173
39.	ANOVA Tests of Between-Subjects Effects: RQ 4 Supplemental Model.....	174

## LIST OF FIGURES

Figure	Page
1. Conditional Probabilities Plot: RQ 2 Interaction Between Income and Children 18 and Under.....	144
2. Conditional Probability Plot: RQ 2 Location and Distance Supervision.....	145
3. Conditional Probabilities Plot: Children 18 and under and Distance Supervision.....	147
4. Interaction for Combination of Synchronous Distance Delivery Method and Supervision Course level Supplemental Model.....	176

## **CHAPTER 1**

### **STATEMENT OF THE PROBLEM**

The purpose of the study was to understand the prevalence of distance supervision in counselor education and the technology used, the relationship between demographic characteristics and the use of distance supervision, and the relationship between various types of synchronous supervision delivery methods and supervisory working alliance (SWA). The following chapter provides an introduction to the growing use of technology in education, technology in counselor education, and technology in supervision. The benefits and challenges of using technology in supervision and differences between face-to-face (FtF) supervision, hybrid supervision, and distance supervision were outlined. The primary research problem was introduced in addition to the research design, research questions, hypotheses, and definitions of terms. The decisions made to limit the scope of the study are discussed last in the delimitations section.

### **Introduction**

As technology has improved, post-secondary education institutes have adopted the delivery of education via online formats (Babson Survey Research Group, 2011; U.S. Department of Education, 2011). Similarly, counselor education programs have adopted online modalities for education and supervision (Dubi et al., 2010; Wantz et al., 2003). The growth of distance supervision in counselor education can be inferred by the increase in CACREP-accredited online programs over the past 10 years (CACREP, 2015). Due to the benefits (e.g., flexibility of scheduling, saving time on travel, flexibility of location) and disadvantages (e.g., lack of in-person contact, technology failures) of synchronous distance supervision (Olson et al., 2001; Vaccaro & Lambie, 2007; Watson, 2003), there



are distinct differences between conducting FtF and distance supervision. Distance supervision requires an additional knowledge base regarding technology, and there is a lack of in-person contact in a person-centered profession, the occurrence of technology failures, unique risks to confidentiality, and additional Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and ethical considerations. However, the same basic principle apply regardless of the delivery method of supervision (e.g., FtF, hybrid, distance), and the agreement on task, goal, and bond (i.e., working alliance) in supervision are important components of building a working relationship (Bordin, 1983). Additionally, SWA is positively related to other important aspects of the supervisory relationship such as satisfaction (Chapman, 2006; Ladany et al. 1999; Ting, 2009), self-efficacy (Humedian, 2002; Thome, 2006) and supervisee skill development (Humedian, 2002; Thome, 2006). Therefore, with the increasing prevalence on online program and distance supervision, it is important to understand the extent of distance supervision utilized by counselor education programs, as well as to explore how the supervision relationship might be related to synchronous distance supervision delivery methods.

### **Online Education**

Technology has inspired a new era of learning (Dubi, Raggi, & Reynolds, 2010), and online modalities of education have become increasingly popular worldwide (Demiray & Sever, 2009; Fujikura & Kobayashi, 2013). As the need for a college education increases to be competitive in today's job market and as technology improves, there is a growing trend of postsecondary institutions adopting distance or online learning course delivery methods (Babson Survey Research Group, 2011; U.S. Department of

Education, 2011). For the purpose of expanding education accessibility, postsecondary institutions have adopted course delivery methods that are facilitated by technology (Babson Survey Research Group, 2011).

Online education involves the use of technology to supplement or replace traditional FtF education and allows for instruction to be provided from a separate location from the learner (Fujikura & Kobayashi, 2013). There are three primary types of online education formats: online courses in which at least 80% of the material is delivered online, blended/hybrid courses in which 30-79% of the course material is delivered online, and FtF instruction in which 0-29% of the material is delivered in an online format (Babson Survey Research Group, 2011). In 2003, roughly 57% of academic leaders rated Online learning outcomes as equivalent or superior to FtF learning settings, whereas that number increased to 67% in 2011 and to 77% in 2013 (Babson Survey Research Group, 2013). Although positive perceptions of online formats are present, there are still many challenges mixed with the benefits.

### **Benefits and Challenges of Online Education**

One of the primary benefits to online education or distance learning is the increased flexibility to take classes (CDW-G, 2011; U.S. Department of Education, 2011). The U.S. Department of Education reported in a 2008 study that of those taking distance education courses ( $N= 137,800$ ), 25% had one or more dependents, 34% were working full time jobs, and 45% were working part time jobs. CDW-G (2011) also reported similar findings. CDW-G conducted a national study ( $N= 1,209$ ) of students ( $n= 401$ ), faculty ( $n= 306$ ), administrators ( $n= 200$ ), and information technology staff ( $n= 302$ ) in colleges and universities. Researchers reported that 71% of students believed that

online education offers increased flexibility to take courses, 62% reported that online courses allow for professionals working full time to take classes, 48% reported that online learning increases the variety of courses that can be taken, and 29% reported that online courses allow for the opportunity to study with a broader selection of faculty members (CDW-G, 2011). Additionally, participants found online courses to allow for more time to learn the same material.

Although there are many benefits to online education, there are also many challenges. CDW-G (2011) also reported that the top challenge of online coursework reported by students, faculty, administrators, and IT professionals was the professor's knowledge of how to use the technology associated with online learning. Additionally, online courses can be expensive when considering the purchase price of buying devices to read online textbooks and to participate in online lectures (CDW-G, 2011). Not all students are knowledgeable of how to use the technology associated with online learning and may expect the instructor to teach them how to use the technology. Many instructors will take the time to teach students; however, doing so can be frustrating for the students who already understand how to use the technology (Hinton, 2007). Yet, even with the knowledge of how to use the technology in online education, technology failures (Hinton, 2007; Watson, 2003) are still a major obstacle. Last, the Babson Survey Research Group (2013) found that academic leaders perceived student discipline as an additional barrier to online educational success. Researchers reported that student retention rates for online students are lower than that of students in traditional FtF programs of study. However, in light of the numerous benefits, and despite the various challenges, the growth rate of students participating in online higher education far exceeds the growth rate of student

participation in FtF higher education (Babson Survey Research Group, 2011, 2013; Parker, Lenhart, & Moore, 2011; U.S. Department of Education, 2011).

### **Prevalence of Distance Education in Postsecondary Institutions**

With an increasing demand for education in Western society and improvements in technology, online education is growing at a faster rate than FtF education. The Babson Survey Research Group (2011) conducted an annual survey of higher education institutes ( $N = 4,523$ ) in the United States and collected 2,512 responses. Compared to the previous year, in 2011 online education grew over 10% compared to a 1% growth in higher education in general. Over 6.1 million students took at least one online course in the fall of 2010 and accounted for over a 500,000 student increase in online course enrollment compared to the previous year. In the Babson Survey Research Group's (2013) most recent study of 4,527 institutions (2,820 responses), researchers reported that over 6.7 million students took at least one online course, and online enrollment grew 9.3% over the past year. Additionally, numerous other national studies (e.g., CDW-G, 2011; Parker, Lenhart, & Moore, 2011; U.S. Department of Education, 2011) also reported increases in students taking at least one online course.

The U.S. Department of Education (2011) examined students from Title IV postsecondary institutes and reported increases in students pursuing distance education opportunities in both their 2004 and 2008 surveys. In the 2008 study, researchers sampled 137,800 students from 1,940 institutes. After conducting post-stratification adjustments to the sample, researchers statistically estimated that 4.3 million U.S. students took at least one distance education course in the 2007-2008 school year. Of all students examined in the study, researchers reported that 1 of 5 took at least one distance education course.

Similarly, in a national study of 2,142 college graduates, Parker et al. (2011) reported that roughly 1 of 4 college graduates had taken at least one online course, and in the past 10 years almost half of all graduates had taken at least one online course. Last, CDW-G (2011) reported that 65% of students took at least one online course. Online education is growing both in terms of the number of students taking some online courses, as well as the number of students enrolled in fully online degrees.

The U.S. Department of Education (2011) estimated that 800,000 students, or 4%, pursued their entire degree via distance education. Conversely, in 2000, only 400,000 students, or 2%, pursued their entire degree online. Parker et al. (2011) found that roughly 15% of students who have taken classes online earned their entire degree online. Although the results of the above national surveys vary, it is clear that online education is growing.

### **Prevalence of Distance Education in Counselor Education**

As online education has increased in prevalence across higher education, online education has likewise increased in counseling education programs (Dubi et al., 2010; Wantz et al., 2003). Online and hybrid models of education have become increasingly common in counselor education programs and allow for the development of cohorts of students that live in multiple locations nationally and worldwide (Dubi et al., 2010), and these online course delivery formats are here to stay (Layne & Hohenshill, 2005; Powell, 2012; Vaccaro & Lambie, 2007). Wantz and colleagues examined the prevalence of distance learning in counselor education, and reported that roughly 42% of counselor education programs surveyed ( $N=127$ ) utilize distance learning in their delivery of coursework (Wantz et al., 2003). As of 2015, there are 21 online counselor education

programs offered by 11 universities that are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The amount of CACREP accredited universities and programs have more than doubled over the past 10 years. However, these numbers do not include the CACREP counselor education programs that offer only some online or hybrid courses. Therefore, there might in fact be many more CACREP-accredited programs which offer hybrid, or some online educational opportunities, and that utilize distance supervision.

### **Prevalence of Synchronous Distance Supervision in Counselor Education**

Supervision is a necessary component of counselor training (Bernard & Goodyear, 2014; CACREP, 2009), and the practice of providing supervision from a distance has gained increased popularity throughout counselor education programs (Coker & Schooley, 2009; Dickens, 2009). Over the past two decades as technology has increased, supervisory methods of communication have transformed from solely FtF interactions to include synchronous forms of communicating from a distance (Chapman, 2008; Clingerman & Bernard, 2004; Rautenbach & Black-Hughes, 2012). With the continual development of more sophisticated tools for communication, providing and receiving supervision from a distance has become a convenient option (Watson, 2003; Kanz, 2001; Olson, Russell, & White 200; Trolley & Sillicker, 2005). Specifically, students enrolled in an online counselor education programs often tend to seek practicum and internship opportunities in their local areas as opposed to the area where their program of study is located (Dubi et al., 2010). Therefore, the traditional FtF method of supervision is not always an option.

Evidence of the expansion of distance supervision to non-online CACREP-accredited programs is slim considering the lack of studies examining the prevalence of synchronous distance supervision. However, the growth of distance supervision can be partially inferred based upon the level of research interest on the topic (Chapman, 2006; Chapman, Baker, Nassar-McMillan, & Gerler, 2011; Chen & Bernstein, 2000; Coker, Jones, Staples, & Harbach, 2002; Coker & Schooley, 2009; Conn, Roberts, & Powell, 2009; Dickens, 2009) and the growth of online CACREP accredited programs. CACREP (2009) provides accreditation for online programs in which distance supervision is necessitated; however, traditional FtF counselor education programs may also offer distance supervision opportunities although not considered an online or hybrid program.

The most recent study to examine the prevalence of online education and supervision in counselor education was conducted over 10 years ago (Wantz et al., 2003). Wantz and colleagues (2003) reported that 38% of supervisors surveyed ( $n = 92$ ) from  $N = 50$  institutions utilized distance supervision with their supervisees (including both asynchronous delivery methods such as e-mail). Yet, in a review of the literature, no recent empirical studies were found that could speak to the prevalence of distance supervision in counseling education, and more specifically the prevalence of synchronous delivery methods in distance supervision.

### **Research Problem**

Although the delivery method of supervision can vary in a multitude of ways, the same basic principles of supervision still apply (Bernard & Goodyear, 2014; Dubbi et al., 2010). Supervision is a relationship between a professional in training and a more senior member that is evaluative, extends over time, and has the purpose of enhancing the

professional functioning of the professional in training and ensuring appropriate services are provided to the client (Bernard & Goodyear, 2014). SWA, a core component of a productive working relationship (Bordin, 1983) and can be influenced by a number of factors related to the synchronous delivery methods of supervision (Chapman, 2006; Chen & Bernstein, 2000; Coker et al., 2002; Coker & Schooley, 2009; Conn et al., 2009; Dickens, 2010). Researchers examining SWA in distance supervision (Chen & Bernstein, 2000; Coker et al., 2002; Coker & Schooley, 2009; Conn et al., 2009; Dickens, 2009) have found mixed results regarding how SWA is related to supervision delivery methods (e.g., FtF vs. distance). However, none of these studies have examined synchronous supervision delivery methods in university supervision (FtF, hybrid, distance), within CACREP accredited universities, with a non-experimental correlational design, and SWA. Furthermore, no full scale study to date has examined the relationship between synchronous distance supervision delivery methods and SWA. This study will build upon the literature addressing SWA in distance supervision by identifying the synchronous supervision delivery methods and synchronous distance supervision delivery methods perceived to be significantly associated with a strong SWA.

Furthermore, although participants with certain demographic characteristics (e.g., one or more dependents, working full time or part time, rural locations without nearby universities) have been identified to benefit from distance education (CDW-G, 2011; U.S. Department of Education, 2011), it is still relatively unknown what demographic populations utilize distance supervision in counselor education. Although it can be speculated as to what population may utilize distance supervision based upon its benefits of flexibility and convenience (e.g., Carlisle, Carlisle, Hill, Kirk-Jenkins, &



Polychronopoulos, 2013; Chapman, 2006, 2008; Clingerrman & Bernard, 2004; Conn et al., 2009; Dickens, 2009; Mcadams & Wyatt, 2010; Nelson, Nichter, & Henriksen, 2010; Powell, 2012; Watson, 2003), as well as saving time and money on travel (Olson et al., 2001; Watson, 2003), the demographics factors related to the choice to use synchronous distance supervision are unknown.

### **Purpose and Significance**

In accordance with the CACREP (2009) standards, this study supports the goal to recruit and maintain a diverse student body by expanding counselor education opportunities to students who live in rural areas, who do not have the financial means to move closer to an institution, who work while in school, and who are non-traditional students without the flexibility to uproot and move their families to pursue a graduate education. The study will support the goal of serving diverse students and faculty by examining distance supervision and the synchronous delivery methods conducive to building a strong SWA.

Specifically, the purpose of the dissertation study was threefold. The first objective was to examine the prevalence of distance supervision in all CACREP-accredited counselor education programs, the types of software platforms used, the forms of training on the software used in supervision, training received on HIPAA, FERPA, and ACA Code of Ethics compliance, perceptions of HIPAAA, FERPA, and ACA compliance, and the demographic characteristics of participants utilizing distance supervision. By understanding the scope of technology used in supervision future research can be conducted on the efficacy of specific software platforms utilized in synchronous distance supervision as well on software program capability for HIPAA and

FERPA compliance. The second objective was to examine the demographic factors (i.e., distance from university, children 18 and under, work hours, household income) of supervision participants that predict the use of synchronous distance supervision. By understanding who is utilizing distance supervision, as an advocacy component, the profession might tailor supervision to the specific needs of the populations and take action to recruit a diverse range of students and faculty to the counseling profession. The third objective was to identify the synchronous distance supervision delivery methods (e.g., video web-conferencing, audio web-conferencing, phone, and computer mediated chat) that are associated with a strong SWA (continuous dependent variable). By identifying the delivery methods that are most conducive to developing a strong SWA, supervisors might differentiate their supervision strategies to build a strong supervisory relationship.

### **Research Questions**

***RQ 1:*** What is the prevalence of distance supervision in CACREP-accredited counselor education programs?

H<sub>1</sub>: FtF, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision.

***RQ 2:*** What demographic variables (distance from university, work hours, household income, children 18 and under) are related to participation in synchronous distance supervision?

H<sub>2</sub>: Distance from university, work hours, household income, and children 18 and under will be significantly related to participation in synchronous distance supervision.

**RQ 3:** Controlling for previous experience as a participant in distance supervision, is there a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance?

H<sub>3</sub>: Controlling for previous experience using technology in distance supervision, there will not be a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance.

**RQ 4:** Controlling for previous experience as a participant in distance supervision, what combination of synchronous distance supervision delivery methods (video web-conferencing, audio web-conferencing, phone, real-time chat) is significantly associated with supervisory working alliance?

H<sub>4</sub>: Controlling for previous experience using synchronous technology in distance supervision, there will be a significant relationship between participants who used a combination of two or more synchronous delivery methods and supervisory working alliance as compared to participants who only used one synchronous delivery method.

### **Definition of Terms**

Definitions are provided for terms in the research questions, and terms in the literature review.

#### **Supervision**

As defined by Bernard and Goodyear (2014):

Clinical supervision is defined as an intervention provided by a more senior member of a profession to a more junior member or members of the same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to clients, and serving as a gatekeeper for those who are entering a particular profession. (p. 59)

### **Format of Supervision**

According to CACREP (2009) standards, supervision can take place in three formats based on the number of supervisees participating.

***Individual supervision*** — supervision between one supervisor and one supervisee.

***Triadic supervision*** — supervision between one supervisor and two supervisees.

***Group supervision*** — supervision between one supervisor and more than two supervisees.

### **Traditional/FtF Program**

A FtF program refers to a counselor education program that offers coursework in an in-person delivery method only.

### **Online Program**

An online program refers to a counselor education program that program offers all coursework from a distant location than the learner. Online programs often use a range of technology programs to allow for communication between instructors and students.

### **Hybrid program**

A hybrid program specifically refers to a counselor education program in which some coursework is offered from a different location than the learner and other course work is offered in a FtF format. Technology is used to facilitate learning from a distance when the instructor and student are in different physical locations.

### **Synchronous Supervision Delivery Method**

Synchronous supervision delivery method is defined as the medium in which supervision is synchronously (e.g., real-time, live) conducted when there is no delay in communications. Delivery methods of supervision include three categories: FtF supervision, hybrid supervision, and distance supervision.

### **Traditional/Face-to-Face/In-Person Supervision**

Traditional/FtF/in-person supervision refers to supervision that occurs live in a FtF environment when the supervisor and supervisee are in the same physical location.

### **Distance Supervision**

Sometimes referred to in the literature as online supervision (Kanz, 2001), technology assisted supervision (McAdams & Wyatt, 2010), cybersupervision (Watson, 2003), computer mediated supervision (Olson et al., 2001), or web-based supervision (Butler & Constantine, 2006), distance supervision maintains the same principles as traditional supervision while utilizing technology as a delivery system (Watson 2003). Distance supervision involves the use of technology to communicate (asynchronously or synchronously) when the supervisor and supervisee are in separate physical locations.

### **Synchronous Distance Supervision Delivery methods**

Synchronous distance supervision delivery method is defined as the medium in which distance supervision is synchronously conducted when there is no delay in communications (video web conferencing, audio web conferencing, audio communication via phone, real time text based chat).

### **Combination of Distance Supervision Delivery methods**

Combination of distance supervision delivery methods is defined as the frequency of synchronous distance supervision delivery method and is divided into two categories (one synchronous distance supervision delivery methods used, and more than one synchronous distance supervision delivery method used).

### **Hybrid Supervision**

Hybrid supervision is a combination of real time or live distance supervision and FtF supervision. Some supervision sessions may be conducted in-person when the supervisor and supervisee are in the same physical location while other sessions may be conducted with the use of technology to allow for communication when the supervisor and supervisee are in different physical locations.

### **Asynchronous Supervision**

Asynchronous supervision involves the use of technology to communicate between the supervisor and supervisee when there is a delay in time between communications. For example, e-mail (Sindlinger, 2011), threaded discussions (Chapman, 2008), and file sharing programs involve a delay of time between communications.

### **Synchronous Supervision**

Synchronous supervision involves the use of technology to communicate in real-time between the supervisor and supervisee (Sindlinger, 2011). For example, Adobe Connect,

Skype, and WebEx software platforms all allow for real-time or live communication when the supervisor and supervisee are in separate physical locations.

### **University Supervision**

University supervision refers to supervision conducted between a faculty member/adjunct/student supervisor and a student that is a supervisee. University supervision does not include supervision between a student and an on-site supervisor that is not affiliated with the student's university.

### **Video Web-Conferencing**

Video web-conferencing refers to software programs that allow users to communicate through a real-time audio and video feed. Users have access to both hearing and seeing each other.

### **Audio Web-Conferencing**

Audio web-conferencing refers to software programs that allow users to communicate through a real-time audio feed via a computer. Users may hear but not see each other.

### **Telephone (Audio Only)**

Phone refers to a device that allows users to communicate through a real-time cellular or landline connection. Users can hear each other. When individuals are using technology on a phone that allow for users to both hear and see each other in real-time it will be referred to as video web-conferencing.

### **Real-Time Chat**

Real-time chat refers to communications between users that occur in real-time through written or typed language (e.g., instant messenger).

### **Experience as a Participant in Distance Supervision**

Experience as a participant in distance supervision is defined as the number of months a participant has participated in distance supervision.

**Supervisory Working Alliance**

Supervisory working alliance refers to the supervisory relationship or alliance between the supervisor and supervisee and refers to three aspects of the supervisory relationship: (1) agreement on goals for the change process, (2) agreement on tasks for both parties in the relationship, and (3) the formation of bonds between the partners in the alliance (Bordin, 1979, 1983).

**Prevalence**

For the purposes of RQ 1, prevalence referred to the use of distance supervision in online, hybrid, and in-person counselor education programs. Prevalence also referred to the types of technology used, the amount of time spent using distance supervision delivery methods, the types of training received on technology used in supervision, and the scope of CACREP universities using technology in supervision.

**Distance from University**

Distance from university is defined by where or not a participant lives within 50 miles of the physical location of their university.

**Work hours**

Work hours is defined as the number of hours worked per week by a participant in a paid position.

**Household Income**

Household income is defined as a participant's gross annual household income



**Children 18 and Under**

Children 18 and under are defined as the number children a participant has who are 18 years of age or under.

**Delimitations**

The primary researcher took precautions to develop a study that could produce valid and reliable results. Therefore, some purposeful decisions were made to limit the scope of the study, as well as to potentially strengthen the study.

First, only CACREP accredited universities were included in the sampling frame. Although there are many other counselor preparation programs without CACREP accreditation, CACREP provides minimum requirements for how supervision is conducted. Thus, including only CACREP accredited programs provides a degree of consistency between the programs in the sample.

Second, the semesters the survey was administered may acted as a delimitation in the study. The researcher decided to collect data over two out of the three available semesters in a school year. The fall and spring semesters were selected while excluding the summer semester. Both the fall and spring semester roughly contain the same number of weeks for classes with slight variations based on the start and end date of each semester. Considering the summer semester typically contains fewer weeks than the fall and spring, the fall and spring semesters were selected to provide consistency across timeframes of data collection. Additionally, if the survey were to be administered during the summer semester, school counseling practicum and internship students might not be well represented in the sample considering most secondary schools are on summer vacation July through August.

Third, only supervision between students and faculty members or student supervisors was examined in the study. Participants were only asked to speak to their experience in university provided supervision opposed to supervision between a supervisee and a site supervisor that was not a faculty member or student supervisor. The scope of the study was purposefully narrowed to only examine synchronous university provided supervision.

Fourth, although some types of asynchronous supervision delivery methods were examined in RQ 1, the scope of RQs 2-4 was limited to only examining synchronous supervision delivery methods.

Fifth, while examining the technology used in university supervision for RQ 1, only participants who have participated in supervision at their current CACREP university were included in the study. Some participants who may have had experience in supervision in the past but not at their current university were excluded from the study. Furthermore, participants were asked to fill out the survey only based upon their past and present experience in supervision at their current CACREP accredited program. Thus, some participants may have had additional supervision experiences at past universities that were not reflected in the results. Once again, considering that CACREP provides minimum standards for supervision, by limiting participants to those have had experiences in supervision at their current university the results are more likely to reflect the types of technology used in supervision and the prevalence of technology used in supervision for CACREP accredited programs.

Last, for RQs 2-4, the scope of the study was narrowed to only participants who were currently participating in a practicum or internship supervision during the semester

the survey was administered. Only practicum and internship participants who participated in individual, triadic, or group supervision were included to provided consistency between programs since CACREP provides minimum standards for how supervision is conducted in practicum and internship. Therefore, individuals participating in counseling skills classes for example were not included because CACREP does not have minimal standards for supervision conducted through counseling skills classes. Also, considering that participants were requested to complete an instrument measuring aspects of the supervisory relationship, only those who were currently participating in supervision were permitted to complete the Working Alliance Inventory-Short form (WAI-S; Horvath & Greenberg, 1989) so that participants may speak to a supervisory relationship that is current and fresh in their minds.

### **Summary**

Distance supervision is a growing phenomena that has increased in prevalence with advancements of technology. This study served to address the problem of understanding the availability of distance supervision in counselor education programs, the technology used to provide supervision, training received on using technology in supervision, and participant perceptions of legal and ethical compliance. The study also sought to identify demographic variables related to the use of synchronous distance supervision. Last, a key component of the supervisory relationship (SWA), was also examined for a relationship with synchronous supervision delivery methods and combinations of synchronous distance supervision delivery methods.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Over the past two decades, traditional, or FtF, supervisory methods of interaction have transformed from solely FtF interactions to now include the use of technology to conduct supervision in real time. From the use of e-mail to facilitate traditional supervision (Clingerman & Bernard, 2004) or the use of video web-conferencing software to augment (Conn et al., 2009) or replace traditional supervision (Nelson et al., 2010), supervisors and supervisees have a wide range of options to communicate in supervision (Carlisle et al., 2013; Watson, 2003). Counselor education programs have also developed multiple campus programs as well as online programs, which replace or supplement FtF interactions with distance and online methods of communication (CACREP, 2014).

Considering that supervision serves the same purpose regardless of the delivery method (Chapman, 2008; Powell, 2012), and that CACREP-accredited programs abide by the same standardized requirements for supervision (CACREP, 2009), it is important to understand how supervision is defined, the purpose and principles of supervision, supervision formats, supervision requirements, as well as ethical and legal compliance within distance supervision. The concept of working alliance and SWA are fully described in addition to relevant literature on the variables that may influence SWA in supervision. The outcome variables for SWA are discussed along with the variables that are unique to distance supervision. Furthermore, the delivery methods of synchronous supervision, technology used in synchronous distance supervision, CACREP supervision requirements and regulations, state regulations for distance supervision, the benefits and

challenges of distance supervision, differences between FtF and distance supervision, and factors which affect SWA, were also addressed.

### **Supervision**

Supervision is an essential aspect of counselor education (Bernard & Goodyear 2014; CACREP, 2009; Loganbill, Hardy, & Delworth, 1982; Ronnestad & Skovholt, 1993), and is a process in which a relationship is built between the supervisor and supervisee for the purpose of monitoring the supervisees' work with clients and to assist the supervisee in his or her professional development as a counselor (Bernard & Goodyear, 2014; CACREP, 2009; Loganbill et al., 1982; Ronnestad & Skovholt, 1993). Some definitions of supervision vary based upon supervision tasks, objectives, roles, and purpose; however, Bernard and Goodyear describe the most compressive and widely used definition of supervision (Crockett, 2011).

According to Bernard and Goodyear (2014), supervision is a unique intervention between a supervisor and supervisee that shares characteristics of teaching, counseling, and consultation:

Clinical supervision is defined as an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of the same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisor seeks to enter. (p. 9)

Additionally, Bernard and Goodyear (2014) stipulate that supervision has two primary foci: (1) to nurture the professional development of the supervisee, and (2) to promote the supervisor as a gatekeeper to the profession to ensure client welfare. CACREP (2009) standards provide a less comprehensive, but similar definition in which all CACREP-accredited counseling education programs are required to follow regardless of the modality or delivery method of supervision:

A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship, and facilitates the associated learning and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients. (p. 63)

Within the above definitions, supervision can be conducted through multiple formats based upon the frequency and duration of supervision required by accrediting bodies, the needs of the supervisee, the appropriateness of the modality for the site, and the ability for the supervision format to adequately address the needs of the supervisee (ACES, 2011).

### **Supervision Format**

ACES (2011) and CACREP (2009) described three primary types of supervision formats: individual, triadic, and group supervision. Individual supervision is defined as, "a tutorial and mentoring relationship between a member of the counseling profession and a counseling student" (CACREP, 2009, p.63). Triadic supervision is defined as, "a tutorial and mentoring relationship between a member of the counseling profession and two counseling students" (p. 63). Group supervision is defined as, "a tutorial and

mentoring relationship between a member of the counseling profession and more than two counseling students” (p. 63). ACES (2011) further stipulates that the format of supervision should not be selected solely based upon saving time, but based upon the benefits provided to the supervisees.

### **Professional Compliance**

Determined by a consensus of task force members, ACES (2011) developed guidelines for ACA and ACES members participating in supervision. Specifically regarding professional compliance, all supervisors are expected to adhere to the requirements and guidelines endorsed by their respective credentialing bodies, ACA Code of Ethics, and respective legal mandates (ACES, 2011; Bernard & Goodyear, 2014; Remley & Herlihy, 2013).

**CACREP.** According to CACREP (2009) standards, counseling students are required to complete a 100 hour practicum clinical experience in which they must receive 1 hour of individual supervision to be provided by a faculty member, student supervisor, or site supervisor on a weekly basis for at least a 10 week period of time during the semester. Practicum students are also required to participate in 1.5 hours of group supervision per week over a 10 week period, which is provided by a faculty member or student supervisor. Additionally, during the practicum experience, supervisees are required to submit audio/video recordings to review in supervision, or live supervision may be conducted to observe the supervisees interactions with the client. After the completion of practicum, supervision is required by CACREP for the counseling student's 600 hour internship experience as well. Similar to practicum, both individual and group supervision must be provided for the same amount of time per session and the

same duration of time over the semester. However, individual supervision is often provided by the on-site supervisor during internship, as opposed to a faculty member or student supervisor (CACREP, 2009).

**Ethics.** Supervisors and supervisees are required to understand and adhere to the ACA Code of Ethics (ACA, 2014; ACES, 2011). The ACA Code of Ethics (2014) provides ethical guidelines for individuals participating in supervision, regardless of the delivery method. Supervisors have the primary obligation to monitor the services provided by their supervisee to assess client welfare (ACA, 2014). More specifically:

- Supervisors should meet regularly with their supervisees to review their work and to help prepare them to serve a diverse range of clients (E.1.a.).
- Supervisors should work to ensure that the supervisee properly communicated their credentials (E.1.b.).
- Supervisors shall provided informed consent, and make the supervisee aware of their rights (E.1.c.).
- Regarding supervisor competence, supervisors should have training in supervision, and be aware of and address the role of multiculturalism in supervision (F.2).
- Regarding the supervisory relationship, supervisors are responsible for assessing the risks and benefits of extending the professional relationship beyond the conventional boundaries and prohibited from engaging in sexual relationships with their supervisee, subjecting the supervisee to sexual harassment, and from engaging in a supervisory relationship with those whom they cannot remain objective (F.3.).



- In reference to supervisor responsibilities, supervisors should provide informed consent for supervision, establish and communicate procedures for emergencies and absences, make supervisees aware of their legal and ethical responsibilities, and to terminate supervision with adequate notice (F.4.).
- Both supervisors and supervisee have the responsibilities to understand and adhere to the ACA Code of Ethics, to monitor themselves for impairment, and to conduct professional disclosure prior to beginning counseling or supervision (F.5.).
- Supervisors also have the responsibility to evaluate supervisees throughout the relationship, act as a gatekeeper for the profession, to provide appropriate remediation measures, and to endorse the supervisee for credentialing only when they believe the supervisee to be qualified for endorsement (F.6.).

**Legal mandates.** University supervisors have the responsibility to adhere to both state and federal mandates (Bernard & Goodyear, 2014). Most notable are state-by-state regulations and the legal requirements to maintain the confidentiality of records as stipulated by the FERPA (1974) and HIPAA (1996) federal regulations. FERPA is an act that is applied to all educational institutes receiving federal funds and it protects the privacy of students. The primary purpose of FERPA is to protect personally identifiable information (PII) (FERPA, 1974). Since supervisors are representatives of an educational institute (1974), and have access to some of their supervisees personally identifiable information, the supervisor has the responsibility to handle such information according to FERPA mandates.

HIPAA (1996) regulations share a similar purpose to FERPA to protect personal information; however, HIPAA refers to the personal health information (PHI) of the client as opposed to the student. Among other topics, HIPAA deals with protected of personal health information (PHI) and requires that PHI be kept confidential unless released with consent of the client or under an exception within the act. Supervisees are clearly responsible for maintaining the confidentiality of their clients' PHI according to HIPAA (1996) regulations; however, a supervisor's legal responsibility in reference to maintaining their supervisees' clients' PHI is not stipulated as clearly. However, according to the ACA Code of Ethics (2014) the supervisor is also responsible for maintaining the confidentiality of the information shared about clients in supervision.

### **Synchronous Distance Supervision**

Distance supervision (Dubi et al., 2010), or sometimes referred to as online supervision (Kanz, 2001), technology-assisted distance supervision (Bernard & Goodyear, 2014; McAdams & Wyatt, 2010), cybersupervision (Watson, 2003), computer mediated supervision (Olson et al., 2001), or web-based supervision (Butler & Constantine, 2006), is the process of utilizing technology to provide supervision from a location different from the supervisee (Watson, 2003). Furthermore, regardless of the delivery method, the same professional principles of supervision and professional compliance standards that apply to FtF supervision also apply to distance supervision (ACES, 2011; Bernard & Goodyear, 2014). However, due to the delivery method, distance supervision presents a number of benefits, challenges, and professional compliance factors, which differ than FtF supervision and require additional consideration.

## Delivery Methods

The primary principle behind using technology to provide supervision is that the supervisee and supervisor can be in separate physical locations (Watson, 2003). The process involves the use of an array of software programs and tools that are commonly subdivided into two separate types of delivery methods based on the delay of time (Chapman, 2008). *Asynchronous* delivery methods such as threaded discussion boards, file sharing systems, e-mail, and involve a delay in time between when a communication is initiated and when the communication is received or viewed (Clingerman & Bernard, 2004). *Synchronous* delivery methods such as video web-conferencing software, voice web-conferencing, and live discussion boards, involve the use of instant, real-time, or live interactions (Sindlinger, 2011).

Little is known about the types of software platforms used to provide asynchronous and synchronous supervision. In a review of the literature, no studies examined the range of technologies used in distance supervision, and only a handful of software platforms were noted by researchers for use in distance supervision: Adobe Connect (Carlisle et al., 2013; Dubi et al., 2010; Nelson et al., 2010; Rautenbach & Black-Hughes, 2012), BlackBoard (Carlisle et al., 2013; Chapman, 2008), Skype (Carlisle et al., 2013; Nelson et al., 2010; Rautenbach & Black-Hughes, 2012), and WebEx (Carlisle et al., 2013, Hayden, Navedo & Gordon, 2012), GoogleDrive, Sugarsynch, Dropbox, Zendto, SkyDrive, and iCloud (Carlisle et al., 2013). Yet there are numerous other software platforms available for use asynchronously and synchronously: WebCt, Citrix GoToMeeting, Fuze MeetingPro, ooVoo Pro, iMeet, iLink, Click Meeting, MegaMeeting, GlobalMeet, Ready Talk, InterCall, Infinite Conferencing, Facetime,

VSee, Google video chat, Wimba, Collaborate, Vuze, BackupGenie, Mozy, Box, Zip Cloud, and JustCloud.

### **Benefits**

Distance supervision affords a broad range of opportunities to individuals wishing to pursue counseling as a career. As can be discerned from the findings reported by (CDW-G, 2011), distance education allows individuals restricted to a particular location (e.g., family, work, finances) or who do not live close to a university the opportunity to pursue a career in counseling without uprooting their life. Likewise, for education programs requiring supervision (e.g., counseling), distance supervision as an extension of distance education allows students increased access to education (Olsen et al., 2001) considering university supervision is a required component of CACREP accredited counselor education programs (CACREP, 2009).

In 2011, CDW-G conducted a national study of 1209 individuals; for students ( $n = 401$ ), faculty ( $n = 306$ ), administrators ( $n = 200$ ), and information technology staff ( $n = 302$ ) in colleges and universities researchers found that 62% of participants believed that online courses allowed for professionals working full-time to take classes. Additionally, 71% of the students surveyed believed that online education offered increased flexibility to take courses (CDW-G, 2011). Furthermore, regarding the demographics of online education participants, the U.S. Department of Education reported findings from a 2008 study ( $N = 137,800$ ) which concluded that of those taking distance education courses, 25% had one or more dependents, 34% were working full time jobs, and 45% were working part time jobs.

Distance education opportunities clearly offer students seeking a degree in higher education additional flexibility and the opportunity to take classes while raising a family, working part/full-time or living in a rural area or at a distance from a university.

Although these statistics are applied to higher education in general, no recent studies have explored whether these demographic variables may also be applicable to distance supervision. However, researchers commonly agree that distance supervision provides students with additional convenience, flexibility, or access to education (Carlisle et al., 2013; Chapman, 2006, 2008; Clingerman & Bernard, 2004; Conn et al., 2009; Dickens, 2009; Mcadams & Wyatt, 2010; Nelson et al., 2010; Olsen et al., 2001; Powell, 2012; Watson, 2003).

Additionally, Olsen et al., (2001) suggested that distance supervision can reduce costs associated with travel and increase accessibility for students living in rural areas. Olsen also explained that distance supervision reduces the time and money spent on travel for both the supervisor and supervisee, and this benefit is particularly beneficial to students living in rural areas. Conversely, in a study of ( $N= 157$ ) psychology and counseling doctoral and master's students, two of the primary concerns of FtF supervision were in regard to time commitments and scheduling conflicts (Bubenzer & West, 1991). The benefits of saving on costs and travel are accepted as benefits of distance supervision throughout the literature (Carlisle et al., 2013; Chapman, 2006, 2008; Clingerman & Bernard, 2004; Conn et al., 2009; Dickens, 2009; Kanz, 2001; Mcadams & Wyatt, 2010; Nelson et al., 2010; Olson et al., 2001; Powell, 2012). However, there are no recent empirical studies that have examined the demographic factors associated with programs utilizing distance supervision.

## Challenges

Although there are numerous benefits to distance supervision, there are also a number of challenges that cannot be overlooked. First, by virtue of using technology to facilitate supervision, sometimes technology does not work as planned. Technology failures can occur during supervision impacting the supervision process and taking away from the time used to conduct supervision. Second, technology can also be expensive and some supervisors or supervisees may not be able to afford the software or hardware required to conduct video web conferencing supervision. Third, participating in distance supervision also requires specific knowledge and skill to navigate the use of the software and hardware involved and to troubleshoot technological issues (Watson, 2003). Fourth, distance supervision lacks in-person contact in a person-centered profession (Olson et al., 2001; Vaccaro & Lambie, 2007; Watson, 2003). Olson et al. (2011) specified "It may be increasingly difficult to create and maintain a sense of connection or 'supervisory alliance' in long-distance communication over the Internet. Increased challenges may surface in showing compassion, empathy, and tailoring supervision" (p. 206). Fifth, with the use of technology, there are additional concerns to the security of information and protection of confidentiality (McAdams & Wyatt, 2010). Sixth, there are concerns over the availability of supervisors in the event of an emergency (McAdams & Wyatt, 2010). Last, there is minimal guidance in terms of professional compliance, i.e., ethical guidelines (e.g., ACA, 2014), legal responsibility (e.g., FERPA, 1974; HIPAA, 1996, HIPAA Final Omnibus Rule, 2013, HITECH Act, 2009, ), and state regulations (McAdams & Wyatt, 2010).

## **Professional Compliance**

ACES (2011), Remley and Herlihy (2013), and Bernard and Goodyear (2014) stipulated an expectation for supervisors to adhere to the requirements and guidelines endorsed by their respective credentialing bodies, ACA Code of Ethics, and respective legal mandates. These requirements are applicable to all forms of supervision, regardless of the delivery method. However, due to the distinct differences between distance supervision and FtF supervision, distance supervision often requires additional considerations.

**CACREP.** The CACREP (2009) standards apply both to online, hybrid, and FtF programs. All programs are accredited based upon the same standards and the individual characteristics of each program. CACREP has not provided an official statement regarding the use of technology in supervision; however, considering there are numerous online program, it can be assumed that some forms of technology are used to provide supervision from a distance. What is unknown are the specific delivery methods (web conferencing, telephone, real time chat) approved for use.

**Ethics.** Currently, there is only one ethical code in the helping profession that directly addresses the use of technology in supervision. Section (F.2.c.) of the American Counseling Association Code of Ethics (2014) states, "When using technology in supervision, counselor supervisors are competent in the use of those technologies. Supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means" (p. 13). Therefore, when participating in distance supervision, the supervisor should understand and be proficient in the technology used. The supervisor also has the responsibility to protect the

confidentiality of all information digitally transmitted. Such information would include both student PII (FERPA) as well as client PHI (HIPAA) that may be transmitted electronically.

Although the addition of F.2.c offers further guidance for those participating in distance supervision that was not present in the 2005 ACA Code of Ethics, there are many ethical issues left unaddressed for online supervision. Section F.2.c requires that distance supervisors take the necessary precautions to protect all confidential information. Therefore, distance supervisors could benefit from some of the same ethical codes applied to distance counselors. Based upon the above argument, the standards for distance counselors in section H could be adapted to distance supervisors.

ACES (2011) also addressed the use of technology in supervision on a publication addressing best practices in supervision. Section 4.a.iv. states, "The supervisor uses technology that clearly approximates FtF synchronous contact, as permitted by relevant standards" (p. 05). ACES (2011) also recommended that supervisors use technology in such a way that enhances supervision and the development of the supervisee. In doing so, ACES (2011) guidelines stipulated recommendations that are now reflected in the 2014 ACA Code of Ethics.

- In using technology for distance supervision, the supervisor clearly approximates FtF synchronous contact (e.g., formats that allow supervisors and supervisees to attend to non-verbal as well as verbal behavior).
- The supervisor ensures that client and supervisee confidentiality are protected when using technology in supervision (e.g., takes precautions such as password protection and encryption) that are compliant with HIPAA guidelines.



- The supervisor ensures that any technology employed in supervision is in compliance with ethical guidelines and regulations promulgated by accreditation, certification, and licensure bodies.

**Legal mandates.** All HIPAA and FERPA requirements regarding the confidentiality of information apply to distance supervision the same as traditional supervision. However, when utilizing technology to transmit protected information, both acts require additional measures to protect confidentiality of information (FERPA, 1974; HIPAA, 1996).

FERPA governs all information the same way, regardless of how the information is maintained. However, digitally maintained documents raise security concerns, which FERPA requires professionals to address. FERPA requires that documents be protected by reasonable methods, yet how professionals interpret what reasonable methods are is largely up to the educational institution (McDonald, 2008). Furthermore, school counseling students have an ethical responsibility to protect digital student information. The American School Counseling Association's (ASCA) 2010 *Ethical Standards for School Counselors* states that counselors have the responsibility to "understand the intent of FERPA and its impact on sharing electronic student records" (p.3).

Similar to FERPA, HIPAA also requires that digital documents be protected. The HIPAA security rule (2003) "requires covered entities to maintain reasonable and appropriate administrative, technical, and physical safeguards for protecting e-PHI" (U.S. Department of Health and Human Services, 2014, p. 1). More specifically, covered entities must ensure the confidentiality of all digital documents they create, maintain, receive, and transmit, they must protect against reasonably foreseeable security threats,

and they must ensure compliance by their workforce. The security rule does not dictate which methods a covered entity should take to protect information, but it does require the entity to consider a number of variables when making security related decision: size, capabilities, complexity of the system, the technical infrastructure, costs of security measures, and the impact and risk of maintaining digital PHI. Additionally, the requirement to protect against reasonable foreseeable threats is also being interpreted based upon the enactment of more recent laws (e.g., HITECH act of 2009; HIT, 2012). The HITECH act (2009) addressed security concerns and privacy for electronic PHI and identified *business associates* (e.g., third party software providers). Health Information and Technology (HIT, 2012) requirements, §170.210, stipulate provisions for using encrypted and protected links when exchanging information, security standards (SHA-1) for the algorithms used for information in transit, and encryption standards as identified by National Institute of Standards and Technology (NIST; e.g., 128-bit, HIPAA Survival Guide 2015) for data at rest. However, there is a gray area regarding whether an educational institution would be considered a covered entity and held to these standards. The Centers for Medicare and Medicaid Services (2014) explain that covered entities must be one of the following:

- A health care provider that conducts certain transactions in electronic form (called here a "covered health care provider").
- A health care clearinghouse.
- A health plan (p. 1).

An educational institution would not fall under any of the above categories. However, the supervisee completing a practicum/internship may very well fall under one of these

categories as a representative of the placement site. Therefore, the legal burden of protecting PHI may fall upon the placement site and supervisee, as a representative of a covered agency. However, ethically (ACA, 2014) the burden falls upon both the supervisor and supervisee to protect PHI shared in supervision.

Last, regarding HIPAA compliance the HIPAA Final Omnibus Rule (2013) added the additional component of a required business associates agreements (BAA). The BAA is a legal document to be provided by the third party software platform provider in which the third party agrees to share responsibility regarding the protection of PHI. As a result the third party provider must take action such as keeping an audit trail, providing technical assistance, and responsibilities pertaining to breach notification to name a few. The BAA also places shared responsibility on the third party as they may face fines for the breach of PHI.

**State regulation.** When viewing distance supervision in the context of supervision requirements for state licensure, some states have developed regulations that forbid distance supervision. In a nationwide study examining the regulation of distance counseling and supervision, researchers explored the patterns and trends of state board administrators' ( $N = 46$ ) regulation of professional practice with the use of technology (McAdams & Wyatt, 2010). The researchers conducted a grounded theory and concluded that regulations were currently in place for six states (13%), under development for four states (9%), and under discussion in 14 states (30%). Distance supervision was prohibited in 19 states (41%), and distance supervision had not arisen as an issue in four states (7%). The researchers explained that trends in the regulation of distance supervision included the requirement of specialized certification, informed consent, reimbursement,

development of standards of practice, and specifically, legal accountability. Furthermore, 60% of participants also believed that distance supervision should be limited to 10-50% of the total supervision requirements. In part, participants supported limited distance supervision or prohibited distance supervision due to the legal accountability. Participants were concerned about involving multiple legal jurisdictions, navigating complex legal issues, and having their boards monitor digital services, detect rule violations, and the level of collaboration that would be needed across state regulatory agencies.

Considering there is a national trend toward the designation of distance supervision as "having substantive differences from traditional counseling and supervision...the trend has important implications for the future of counselor education" (McAdams & Wyatt, 2010, p. 188). Considering that the "capabilities for applying technology in counseling and supervision clearly exceed understanding of its implications" (McAdams & Wyatt, 2010, p. 188) and, due to the benefits, challenges, ethical considerations, regulatory factors, and additional legal considerations, further understanding of how technology applications affect consumers is needed. The proposed study seeks to examine how distance supervision delivery methods are related to its consumers (i.e., supervisors and supervisees) on working alliance, a fundamental component of the relationship (Bordin, 1983).

### **Working Alliance**

A strong working relationship between supervisor and supervisee is vital to promoting professional change and development in the supervisee (Bernard & Goodyear, 2014). Bordin (1979, 1983) proposed that the strength of the therapeutic working alliance affects therapy more than techniques employed. Furthermore, Bordin (1983) claimed that

the working alliance may be applied to other types of relationships as well. He asserted that the working alliance is an applicable concept to any partnership in which one party is seeking change and the other is offering to nurture change, and he included alliances such as teacher and student, or supervisor and supervisee. As a result of Bordin's (1979, 1983) theoretical conception of the therapeutic working alliance, subsequent studies have offered a thorough examination of the factors that strengthen and weaken the SWA and how the working alliance affects outcomes in supervision.

### **Bordin's Theory of the Working Alliance**

Bordin (1983) expanded his theory on the working alliance to be applied to the supervisory relationship. Numerous studies (Dickens, 2009; Ladany, Ellis, & Friedlander, 1999; Ladany & Inman, 2012; Ladany & Lehrman-Waterman, 1999; McCarthy, 2013) agree with Bordin and support the pantheoretical nature of the working alliance in terms of generalizability to the supervisory relationship. In this sense, working alliance as a vehicle for supervisee development in supervision includes the same three factors of change conceptualized to occur through therapy: (1) agreement on goals for the change process, (2) agreement on tasks for both parties in the relationship, and (3) the formation of bonds between the partners in the alliance (Bordin, 1983).

**Supervision goals.** Supervisory goals, according to Bordin (1983), should be formulated from the supervisees' perspectives and reflect their thoughts, feelings, actions, and ideas. He stipulated eight categories of goals for supervision that contribute to a strong working alliance: (1) mastering of specific skills, (2) increasing understanding of clients, (3) increasing awareness of counseling process issues, (4) increasing awareness of self and its influence on the counseling process, (5) overcoming personal and

intellectual barriers to learning and mastery, (6) increasing understanding of concepts and theory, (7) providing a motivation for research, and (8) promoting standards of service. Mutual understanding and agreement upon goals from the onset of supervision, as well as ongoing dialogue about supervisee needs and progress, is an essential aspect of developing a working alliance in supervision.

**Supervision tasks.** Bordin's (1983) supervision tasks are directly related to the supervision goals and strengthen the working alliance by contributing to trust and comradeship when completed by both the supervisor and supervisee. Such tasks would include the preparation of oral or written reports on the supervisees' sessions, direct observation of recorded sessions, and the selection of problems and issues to be addressed in supervision. When supervisees perceive the connection between goals and tasks, when the tasks match the supervisees' abilities, when both supervisor and supervisee commit to the completion of tasks, and when both parties take responsibility for tasks in the supervisory relationship, the working alliance gains in strength.

**Supervision bonds.** The shared experience of supervision naturally creates bonds between the parties involving liking, caring, and trusting (Bordin, 1983). When describing bonds in the supervisory relationship, Bordin (1983) refers to the multiplicity of roles supervisors play, such as teacher, therapist, and evaluator. Creating balance in these roles contributes to the emotional and collaborative bonding occurring between supervisor and supervisee. The student must respect the teacher's skill while the teacher must also respect the supervisee as a learner. Just as in therapy, trust must be present for progress to occur. As an evaluator, the supervisor has inherent gate keeping responsibilities, which must not be allowed to impede trust in supervisory bonding

(Cheon et al., 2009). The emotional and collaborative bond between supervisor and supervisee creates the atmosphere of collaboration in which both partners mutually agree upon goals and tasks, ultimately producing the outcomes of the supervision.

**Working alliance development, maintenance, and repair.** Bordin's (1983) theory on SWA goes beyond the idea that a strong working alliance affects outcomes of supervision more than implementation of techniques or methods. The building and repair of that working alliance affects the outcomes of the supervision by overcoming obstacles to provide the supervisee with new ways of thinking, feeling, and acting. This process of building and repairing creates the strength of the working alliance. As the supervisor and supervisee negotiate goals and tasks and develop bonds, weakening occurs if the goals, tasks, and bonds conflict. However, recovering from weakening, i.e., addressing the conflicts and revising goals and tasks, rebuilds trust and strength. For example, a supervisee may find that proposed goals and tasks do not fit his needs or a supervisor may not be satisfied with the effort a supervisee invests in his goals and tasks, and weakening ensues. The repair occurs when the goals and tasks are renegotiated to fit the supervisee's needs or the supervisor's expectations, strengthening the supervisory bond. The stronger bond between supervisor and supervisee also increases commitment to the completion of goals and tasks in a building and a cycle of growth. Considering the importance of SWA to the process of supervision, numerous researchers have examined the effect of SWA on outcome variables such as supervisee satisfaction, self-efficacy, and skill development.

### **Supervisory Working Alliance and Supervision Outcomes**

Supervision is an essential component of training (Bernard & Goodyear, 2014; CACREP, 2009) and SWA is predominantly considered to be an important factor for outcome variables such as satisfaction (Ladany et al., 1999; Ting, 2009) and self-efficacy/skill development (e.g., Humedian, 2002; Thome, 2006). However, researchers reported mixed results regarding how SWA affects the above supervision outcomes.

In FtF supervision, researchers (Ladany et al., 1999; Ting, 2009) reported a significant relationship between SWA and satisfaction. In a study of ( $N= 107$ ) practicum and internship students in counseling, Ladany et al., (1999) sought to test Bordin's (1983) adaptation of working alliance to supervision on supervisee satisfaction and self-efficacy. Utilizing the 36-item version of the WAI-T (Bahrack, 1990), the 21-item Self-Efficacy Inventory (Friedlander & Synder, 1983) and the 12-item Trainee Personal Reaction Scale-Revised (TPRS-R; Holloway & Wampold, 1984), Ladany et al., (1999) examined the predictive relationship of SWA for supervisee satisfaction and self-efficacy. The researchers reported that the subscale emotional bond of SWA was significantly associated with greater satisfaction in counseling supervisees ( $N= 107$ ). More recently, in an international study examining ( $N= 127$ ) Taiwanese master's in counseling students enrolled in an internship course, Ting (2009) utilized the WAI-T to measure SWA and satisfaction with the TPRS-R. Researchers reported agreement on tasks in supervision was a significant predictor for supervisors' perceived personal qualities. Furthermore, the supervisee's score on the WAI-T emotional bond sub scale and self-efficacy were a significant predictors for supervisee comfort to express ideas in supervision. Although it is generally accepted that factors of the WAI (goal, task, bond) might predict some



factors associated with satisfaction in supervision, there is little evidence to support that there are differences in satisfaction based upon delivery method of supervision (FtF, hybrid, distance).

Regarding delivery method of supervision, using a single subject quantitative case study experimental design, Chapman (2006) explored the effects of cyber supervision (synchronous distance supervision) on satisfaction. Utilizing the Distance Education Course Satisfaction Rating Inventory Survey (Chapman, 2004) to measure satisfaction for practicum counseling students ( $N = 5$ ), Chapman (2006) reported that participants were satisfied overall with their online supervision experience. More specifically, Reese et al., (2009) conducted a study of practicum students ( $N = 9$ ) in a group supervision class where both FtF and distance supervision was provided in rotations. Using the Supervisory Satisfaction Questionnaire (SSQ; Ladany, Hill, Corbett, & Nutt, 1996) as a measure of satisfaction, researchers reported nearly identical means and no meaningful significant differences between delivery method mean group scores. Conn et al., (2009) also reported similar findings in a study ( $N = 76$ ) examining differences between FtF ( $n = 35$ ) and distance ( $n = 41$ ) supervision groups for school counseling internship students. Utilizing the Supervision Satisfaction Questionnaire, researchers concluded that there were no significant differences between groups for participant mean scores. Similar to the studies reported above, self-efficacy, like satisfaction, is also a common outcome variable for SWA reported in the literature.

Numerous researchers support the importance of supervision for assisting supervisees to develop self-efficacy related to their counseling skills (Cashwell & Dooley, 2001; Kozina, Grabovari, De Stefano, & Drapeau, 2010; Larson et al., 1992).

Supervisees' beliefs about their self-efficacy can affect their performance when working with a client (Larson & Daniels, 1998). However, studies examining the affect of SWA on supervisee self-efficacy have reported mixed results (Humedan, 2002; Ladany et al., 1999; Lorenz, 2009; Thome, 2006).

Humedan (2002) reported a significant relationship between SWA and self-efficacy. Humeidan (2002) conducted a study ( $N= 78$ ) of master's level supervisees and reported that SWA, measured by the SWAI-T (Efstation, Patton, & Kardash, 1990), significantly accounted for 22% of the variance in self-efficacy as measured by Counseling Self-Estimate Inventory (COSE; Larson et al., 1992) . Similarly, Thome (2006) also reported a significant relationship between SWA and supervisee skill development. Utilizing the SWAI-T (Efstation, Patton, & Kardash, 1990) and Counseling Skills and Personal Development – Rating Form (Wilbur, 1991) for graduate level counseling trainees ( $N= 24$ ), researchers reported that supervisors in the *high* SWA group rated supervisee counseling skills higher than those from the low SWA group. Additionally, the rapport factor of SWA had the largest affect on supervisor ratings of supervisee skill development.

However, in a study of practicum students in CACREP and CORE counseling programs ( $N= 76$ ) Lorenz (2009) examined the self-efficacy as an outcome variable for SWA and found no significant relationship. Utilizing the SWAI-T (Efstation, Patton, & Kardash, 1990) and CSQ; (Stebnicki et al., 1997) to measure SWA and self-efficacy respectively, researchers reported that the only variable which significantly predicted self-efficacy as an outcome variable for supervision was supervisory style. In an early study, (Ladany et al., 1999) reported similar findings. Ladany et al. (1999) sought to test

Bordin's (1983) adaptation of working alliance to supervision on supervisee satisfaction and self-efficacy for counseling trainees ( $N= 107$ ). Utilizing the 36-item version of the WAI-T, and the 21-item Self-Efficacy Inventory researchers examined the predictive relationship of SWA for supervisee self-efficacy. The findings indicated no significant relationships between SWA and self-efficacy for participants. Although some studies have found no significant relationship between SWA and self-efficacy (e.g., Ladany et al., 1999; Lorenz, 2009), self-efficacy has been typically supported as an important outcome variable of supervision (e.g., Cashwell & Dooley, 2001; Kozina et al., 2010; Larson et al., 1992) that is affected by SWA (e.g., Humedian, 2002; Thome, 2006). Regarding self-efficacy in distance supervision, researchers (e.g., Chapman et al., 2011; Reese et al., 2009) have explored other variables such as delivery method of supervision for self-efficacy and skill development in supervisees.

Reese et al. (2009) reported that delivery method of supervision does not significantly affect self-efficacy. In a study of counseling psychology students ( $N= 9$ ) over a 12-week field experience, researchers examined group supervisee perceptions of SWA, satisfaction, and self-efficacy for both FtF and distance supervision. Although the researchers did not assess for an interaction effect between SWA and self-efficacy, researchers reported that, similar to past studies on self-efficacy for FtF supervision, self-efficacy improved over time for students at a similar rate regardless of delivery method. Chapman et al. (2011) reported similar findings from a study ( $N= 5$ ) that examined components of self-efficacy such as supervisee confidence for practicum students. Researchers reported that all participants increased in self-efficacy at a similar pace to what could be derived from FtF supervision. Considering the importance of SWA for

supervisee outcomes, researchers have also examined numerous other variables for their effect on SWA (e.g., supervisor experience level, supervisee experience level, supervisory attachment styles, and conflict in supervision).

### **The Affect of Variables on Supervisory Working Alliance**

Since Bordin's (1983) conceptualization of SWA, researchers have explored multiple factors that strengthen and weaken SWA: supervisor level of experience (Newgent, Higgins, Mulvenon, & Balkin, 2006), supervisee experience level (Ramos-Sánchez et al., 2002), supervisor attachment style (Chen & Bernstein, 2000; Fernando & Hulse-Killacky, 2005; Ladany et al., 1999), and conflict (Gray, Ladany, Walker, & Ancis, 2001; Nelson & Friedlander, 2001; Quarto, 2002; Ramos-Sanchez et al., 2002).

The level of experience a supervisor possesses influences personality traits he or she may display, which could impact the SWA (Newgent, Higgins, Mulvenon, & Balkin, 2006). Utilizing the 240-item Revised NEO Personality Inventory (Costa & McCrae, 1992) in a pilot study, researchers examined personality difference between counselors ( $N= 69$ ) who were considered novice with entry-level licensure or who were experienced with advanced licensure. Researchers determined that more experienced counselors display more openness, feelings, and trust, as well as less vulnerability, which are traits associated with lower levels of supervisee anxiety in the supervisory relationship. However, to examine supervisor experience in the present study, the supervisee would either have to have knowledge of the supervisor's experience as a counselor or supervisor, or the supervisor and supervisee scores would have to be paired. Furthermore, the above study utilized parametric data analysis, which require normally distributed data

(Field, 2009). The researchers did not address the normality of data, the assumptions associated with conducting an ANOVA or MANCOVA, or the effect size.

Higher experience and developmental levels in supervisees are associated with a stronger working alliance in supervision (Ramos-Sánchez et al., 2002). Using the Baker (1990) Revised Working Alliance Inventory and the Supervisee Levels Questionnaire Revised (McNeill, Stoltenberg, & Romans, 1992), researchers surveyed pre-doctoral and post-doctoral level students ( $N= 126$ ). With more advanced skills and theoretical orientation, supervisees were more adept to agree on goals and tasks in supervision and navigate conflict. In addition, the more developed the supervisee, the less anxiety they displayed. They also reported needing less structure in supervision, thus allowing less didactic supervision and more collaboration. Researchers reported a significant and positive relationship between SWA and development level in supervision.

However, when considering delivery method of supervision, researchers reported that supervisee experience or development level did not have an effect on SWA. In a study examining satisfaction and SWA of master's level counseling students ( $N= 190$ ) for FtF and distance supervision, Dickens (2009) explored supervisee experience level (as defined by their enrollment in practicum or internship) as a factor that could affect SWA. Dickens reported that SWA had a significant and strong correlation with satisfaction, but there was no significant difference between practicum and internship students for SWA. Dickens result were supported by previous research on SWA and supervisee experience level, which also indicated that there was no significant relationship between the two variables.

Ladany et al. (1999) conducted a study consisting of a national sample of ( $N=107$ ) practicum and internship supervisees to examine SWA and supervisee self-efficacy. SWA was measured with the Working Alliance Inventory Trainee WAI-T scale, and self-efficacy with the Self Efficacy Inventory (Friedlander & Snyder, 1983). When examining the variables for between-group differences, researchers reported that supervisee experience level did not meet the statistical requirements for use as a covariate. There was no interaction effect between the predictor variables and criterion variable. The researchers speculate that one reason for supervisee experience not qualifying as a covariate for analysis was that supervisees can have largely different experiences in their practicum and internship. For example, some supervisees may serve a few dozen clients over their practicum experience and receive intense supervision from both their university and on-site supervisors, whereas others may only see a handful of clients while in their practicum and not receive as much supervision. Due to the mixed results of experience on SWA, the lack of clarity regarding how supervisee experience should be measured, and the lack of support for experience of supervisee as variable which affects SWA, it will not be included as a covariate in the proposed study.

The supervisor's style of supervision notably impacts the SWA (Chen & Bernstein, 2000; Fernando & Hulse-Killacky, 2005; Ladany & Lehrman-Waterman 1999; Ladany, Walker, & Melincoff, 2001). In a study examining SWA and supervisory style in counselors providing supervision ( $N=137$ ), researchers reported that SWA was related to supervisory style. Specifically, supervisors who scored higher in the attractive factor (e.g., friendly) were more likely to agree on tasks and goals (Ladany et al., 2001). Furthermore, both Ladany et al. (2001) and Ladany and Lehrman-Waterman (1999) both

reported a significant positive correlation between supervisory self-disclosure and SWA. Therefore, supervisor self-disclosure may help to build a strong relationship and trust with the supervisee. However, supervisory style and self-disclosure have not been examined in distance supervision, and it is currently unknown how supervisory style might change based upon delivery method. In the absence of support for SWA being effected by supervisory style within distance supervision, and in the absence of other studies utilizing supervisory style as a covariate or control variable when examining SWA in distance supervision (Coker et al., 2002; Conn et al., 2009; Dickens, 2009; Reese et al., 2009), omitting supervisory style as a covariate in the proposed study is a minor delimitation.

As the supervisor and supervisee negotiate goals and tasks and develop bonds, weakening to the SWA can occurs if the goals, tasks, and bonds conflict. Conflict, which can occur in supervision between the supervisor and supervisee may trigger conflict between the three factors of SWA (goal, task, bond). In a mixed methods study ( $N= 13$ ) of supervisees in a master's in counseling psychology program (Nelson & Friedlander, 2001), researchers reported that conflict negatively affects the supervisory relationship when not resolved and can serve to cause the supervisee anxiety. Quarto (2002) examined the effect of conflict on SWA for counseling supervisees in CACREP master's in counseling programs. Using the 27-item Supervision Interaction Questionnaire (SIQ) and the 19 and 23 item SWA Inventory (SWAI) for supervisees and supervisors, Quarto distributed 142 survey packets, and 74 where returned for data analysis. Quartro reported significant ( $p < .05$ ) correlations between the multiple factors of the Supervision Interaction Questionnaire (SIQ; Quarto, 2002) and SWA. Specifically, there was strong

negative correlation between supervisee rapport (SWAI) and supervision conflict (SIQ), -.80, and a -.58 correlation between supervisee client focus (SWAI) and supervision conflict (SIQ). However, the SWAI (Efstation, Patton, & Kardash, 1990), measures different factors of SWA than the WAI-S (Horvath & Greenberg, 1989), which was used in this study, and the SWAI is not theoretically grounded in Bordin's theory of SWA. Therefore, it is unclear whether or not conflict would have a similar effect on the constructs of the WAI-S when measuring SWA.

However, in the absence of research that supports the effect of conflict on SWA within distance supervision, it is currently unknown if conflict is more or less easily mediated based upon delivery method. Also, in the absence of other studies utilizing conflict as a covariate or control variable when examining SWA in distance supervision (Coker et al., 2002; Conn et al., 2009; Dickens, 2009; Reese et al., 2009), omitting conflict as a covariate in the proposed study is a minor delimitation. Furthermore, since the researcher will sample an entire population, similar to the benefits of random sampling for a population, the assumption can be made that potentially confounding variables listed above (e.g., supervisor level of experience, supervisee experience level, supervisor attachment style, and conflict) will be evenly distributed across delivery method groups, especially so, since there are currently no studies which have reported significant differences between FtF and distance supervision groups across the above variables.

### **Factors Unique to Distance Supervision on Supervisory Working Alliance**

Although there are a number of variables described above that researchers have examined for their effect on the supervisory relationship and SWA, distance supervision



poses unique factors not typical of FtF supervision such as variations in delivery methods (e.g., FtF vs. distance, FtF vs. hybrid, variations within synchronous delivery methods), and experience with technology. Numerous studies (e.g., Coker and Schooley., 2009; Conn et al., 2009; Dickens, 2009, Lahey, 2008; Reese et al., 2009) have found minimal to no difference in SWA based upon the delivery method of supervision for supervisees. Still, many of these studies are riddled with methodological flaws which could have potentially caused type I or II errors.

In a study examining satisfaction and SWA of master's level counseling students ( $N= 190$ ) for FtF and distance supervision, Dickens (2009) assessed for potential differences between SWA amongst supervision delivery method groups. The results indicated no significant differences between delivery method groups for supervisee. For supervisors, the researchers reported a significant difference between groups on SWA in favor of using distance supervision. However, effect size was not reported so the magnitude of differences was unknown. Although the researcher explained that a MANOVA was utilized instead of multiple t-tests once it was determined that there was a large enough sample size to conduct a MANOVA, there was no reference made how the researchers evaluated sample size relative to the forms of data analysis used, nor was any reference made to effect size or power. Thus, although the researcher reduced the risk of family-wise error by utilizing a MANOVA (as opposed to running multiple t-tests), due to the lack of information on effect size and power for data analysis, the study might not have had enough participants to uncover significant results. Additionally, such potentially extraneous variables unique to distance supervision, such as experience with technology were not statistically controlled.

Similarly, in studies also examining SWA in FtF and distance supervision, but while utilizing an experimental or quasi-experimental designs, researchers (Coker et al., 2002; Lahey, 2008) also reported no significant differences between delivery method groups. Coker et al. (2002) examined differences between delivery method groups for practicum master's students in two pilot studies. For one of the pilot studies, the researchers appeared to have recruited participants via a convenience sample and assessed their perceptions of SWA after each of 10 sessions (5 distance and 5 FtF). Researchers concluded that there were no statistically significant differences between groups. However, it is unclear if assumptions for data analysis were assessed, there was no calculation of effect size, and there was no reference made to power for statistical analysis. Thus, it is unclear if the data were parametric or if the study had an adequate sample size to find statistically significant results. Lahey (2008) examined differences between delivery method groups on SWA for CACREP-accredited counseling master's student across the country. The researcher randomly sampled 70 CACREP programs from the total population of CACREP-accredited programs and gained 46 supervisees to participate in the study. Results indicated no significant differences between delivery method groups on SWA. However, it is unclear how those 46 participants are dispersed throughout the 70 programs sampled. Moreover, the researcher made no reference to effect size or power regarding the selected forms of statistical analysis. Thus, it is possible that the study was vulnerable to a Type II error due to a potentially inadequate sample size.

Last, regarding the studies which examined differences between FtF and distance supervision, Reese et al. (2009) also reported that there were no significant differences

between groups on SWA. Researchers assessed a convenience sample ( $N=9$ ) of counseling psychology master's and doctoral students enrolled in a 12-week group practicum course. SWA was measured using the SWAI-T to examine participants' perception of SWA when receiving both FtF and distance supervision at different intervals throughout the semester. Researchers concluded that the delivery method of supervision did not significantly affect the supervisory relationship.

In a study examining the differences between FtF and hybrid supervision delivery methods on SWA, Conn et al. (2009) reported that there were no significant differences for SWA between delivery method groups. A convenience sample of school counseling master's students ( $N=76$ ) was examined in the study and participants were assigned to groups based upon the type of course in which they enrolled: online campus section ( $n=41$ ) or on-campus section ( $n=35$ ). The on-campus section received FtF supervision and the online campus student received both FtF and online supervision.

Last, when examining the research on SWA and delivery method, researchers (Coker et al., 2002) have also explored the potential differences between multiple synchronous distance supervision delivery methods. In a pilot study examining 8 counseling practicum students' perceptions of SWA, participants were assigned to two groups: a synchronous online text-chat delivery method group or a synchronous online text-chat and video delivery method group. Researchers reported no significant differences between groups; however, the small sample size was small and no effect size was reported. Furthermore, there have been no other studies examining differences between synchronous distance supervision delivery methods on SWA. The proposed study seeks to expand on the research of Coker et al., by utilizing a sample large enough

to uncover statistically significant differences. While doing so, the proposed study will also control for participant experience with technology.

Utilizing the Computer Competency and Comfort Scale (CCCS; Chapman, 2004), Chapman (2006) examined the practicum supervision participants' ( $N=5$ ) perceptions of competence and comfort with technology. Researchers reported that participants varied in their competence and comfort level when utilizing technology in supervision. However, by the end of the supervision experience, all participants had demonstrated an increased level of technology sophistication. Likewise, all participants also increased in factors such as self-efficacy and satisfaction by the end of the semester. Although it appears that technology sophistication increased over time with self-efficacy and satisfaction, a causal inference cannot be derived from this study regarding the effect of supervisee experience with technology on the outcome variables. Furthermore, in studies that have examined delivery method on SWA (Coker and Schooley, 2009; Conn et al., 2009; Dickens, 2009, Lahey, 2008; Reese et al., 2009), the potential effect of experience with technology has been left relatively unexplored. This finding is especially surprising since the primary factor that distinguishes FtF supervision from distance supervision is the use of technology. Therefore, this study expanded on the research of Chapman (2008; Coker and Schooley., 2009; Conn et al., 2009; Dickens, 2009, Lahey, 2008; Reese et al., 2009) by examining participants' experience with technology as a control variable. However, when doing so, the CCCS developed by Chapman (2006) may not be the most ideal measure for supervisee experience with technology because technology is consistently changing, and there are no available psychometrics regarding validity or reliability for the instrument. Therefore, experience with technology used in supervision was assessed by

asking participants to report the number of months they have utilized synchronous technology to communicate with a supervisor in supervision.

### Summary

Distance education is a growing trend throughout counselor education programs, and as a result, there is a need for distance supervision. However, there are no recent studies that have examined the prevalence of distance supervision in counselor education, and it is relatively unknown what populations are utilizing distance supervision delivery methods. The proposed study will utilize a cross-sectional non-experimental correlational design, as well as a survey developed by the primary researcher to sample the entire CACREP population of supervisors and supervisee participating in supervision. Such a design is prudent to use when attempting to survey a large population (Heppner et al., 2008).

Supervision is an essential component of counselor education (Bernard & Goodyear, 2014; CACREP, 2009), and SWA is predominantly considered to be an important factor for supervisee outcome variables such as satisfaction (Chapman, 2006; Ladany et al. 1999; Ting, 2009) and self-efficacy (e.g., Humedian, 2002; Thome, 2006), and skill development (e.g., Humedian, 2002; Thome, 2006). Still, researchers that examined the relationship of satisfaction and self-efficacy on SWA in distance supervision reported similar findings to that of studies that examined FtF supervision. Furthermore, considering the importance of SWA for supervisee development, researchers (Chen & Bernstein, 2000; Fernando et al., 2005; Gray et al., 2001; Ladany et al., 1999; Nelson and Friedlander, 2001; Newgent et al., 2006; Quarto, 2002; Ramos-Sánchez et al., 2002) also explored variables that could strengthen or weaken SWA (e.g.,

supervisor level of experience, supervisee experience level, supervisor attachment style, and conflict). Although some statistically significant relationships exist between SWA and the above variables, few studies have examined the effect of the above variables on SWA in distance supervision. For the studies that have examined some of the above variables (i.e., experience of supervisee or experience of supervisor), no significant differences were reported between FtF and distance supervision groups on SWA (e.g., Chapman, 2006). Therefore, considering that there is no research to support difference between delivery method groups when assessing the above variables' relationship to SWA and that the proposed study will be sampling an entire population, it can be assumed that the above variables are unlikely to skew the results of the proposed study.

Moreover, when considering the relationship between delivery method of supervision and SWA, numerous studies (e.g., Coker and Schooley, 2009; Conn et al., 2009; Dickens, 2009; Lahey, 2008; Reese et al., 2009) have found minimal to no differences between delivery method groups. Still, these studies have primarily used small sample sizes (e.g., Coker and Schooley, 2009; Lahey, 2008), neglected to report on effect size (e.g., Coker and Schooley, 2009; Dickens, 2009; Lahey, 2008) used convenience samples, which limit the generalizability of results (e.g., Conn et al, 2009; Reese et al., 2009), used convenience samples and non-random assignment to groups when attempting aquasi-experimental design (Conn et al., 2009), or did not statistically account for potentially extraneous variables such as experience with technology (e.g., Coker and Schooley, 2009; Conn et al., 2009; Cook and Doyle, 2009; Dickens, 2009, Lahey, 2008; Reese et al., 2009). This study aimed to expand on the previous body of literature by seeking a large enough sample size to reveal potentially significant results,

to assess whether the finding of previously studies can be generalized to a larger population, and to control for potentially confounding variables unique to distance supervision, such as experience with technology.

## **CHAPTER 3**

### **METHODOLOGY**

The chapter introduces the methodology and research design that was utilized to examine the prevalence of distance supervision in counselor education, the relationship between participating in distance supervision and demographics, and the relationship between SWA and synchronous supervision delivery methods. The purpose statement, research design, research questions, corresponding hypothesis, instrument used, survey development, criteria for participation, survey population, characteristics of the sample, and procedures are described. Furthermore, a description of the screening procedures, data cleaning, data assumptions, and data analysis techniques are detailed.

#### **Purpose Statement**

The purpose of the dissertation study was threefold. The first objective was to examine the prevalence of distance supervision in all CACREP-accredited counselor education programs, the types of technology and software used in supervision, the training on software used in supervision, training on HIPAA, FERPA, and ACA Code of Ethics when using technology in supervision, and perceptions of HIPAA, FERPA, and ACA Code of Ethics compliance. The second objective was to examine the relationship between demographic factors (i.e., distance from university, children 18 and under, work hours, household income) and the use of synchronous distant supervision. The third objective was to identify the synchronous supervision delivery methods that are associated with SWA.

#### **Research Questions and Hypotheses**

The following research questions were addressed.



**RQ 1:** What is the prevalence of distance supervision in CACREP-accredited counselor education programs?

H<sub>1</sub>: FtF, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision.

**RQ 2:** What demographic variables (distance from university, work hours, household income, children 18 and under) are related to participation in synchronous distance supervision?

H<sub>2</sub>: Distance from university, work hours, household income, and children 18 and under will be significantly related to participation in synchronous distance supervision.

**RQ 3:** Controlling for previous experience as a participant in distance supervision, is there a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance?

H<sub>3</sub>: Controlling for previous experience using technology in distance supervision, there will not be a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance.

**RQ 4:** Controlling for previous experience as a participant in distance supervision, what combination of synchronous distance supervision delivery methods (video web-conferencing, audio web-conferencing, phone, real-time chat) is significantly associated with supervisory working alliance?

H<sub>4</sub>: Controlling for previous experience using synchronous technology in distance supervision, there will be a significant relationship between participants who used a combination of two or more synchronous delivery methods and supervisory working alliance as compared to participants who only used one synchronous delivery method.

### **Research Design**

A non-experimental correlational design was utilized to collect data from supervisors and supervisees participating in CACREP-accredited counseling programs during the fall 2014 and spring 2015 semesters. The design is appropriate when aiming to examine the relationships between multiple variables and may be used to describe the existence and delineate characteristics of a phenomenon (Heppner, Wampold, & Kivlighan, 2008). The non-experimental correlational design can be particularly useful in the field of education when the researcher does not have access to developing a control group and treatment group or to randomly assign participants to treatment conditions. The non-experimental correlation design is also well suited for research questions examining the relationship between independent and a dependent variable and that could be analyzed with a regression analysis (Heppner et al., 2008).

### **Instrumentation**

The 41-item survey packet consisted of three sections. Part one of the survey included an informed consent document and 13 items developed by the researcher that requested information on the use of technology in university supervision based upon participants' experiences in supervision at their current universities within the participants' selected supervisory role (supervisor or supervisee). Part two contained five

items developed by the researcher that requested information on participants' use of technology in supervision during the semester the survey was administered. Part two also contained the 12-item Working Alliance Inventory Short Form (WAI-S, Efstathiou, Patton, & Kardash, 1990). Last, part three of the survey packet contained an 11-item demographic form. The survey packet was uploaded to Qualtrics, and survey logic was used to direct participants to specific questions tailored to supervisors and supervisees, including the appropriate Working Alliance Inventory. Survey logic was also used to direct participants to the demographic section of the survey after part one, if the participant indicated they were not participating in supervision during the semester the survey was administered. An additional hard copy of the supervisor and supervisee survey packet was also developed for distribution at conferences. The following section details each section of the survey packet including informed consent, the selection of the WAI-S, and the survey developed by the researcher.

### **Informed Consent**

The first component of the digital survey packet was an informed consent document that stipulated the purpose of the study, risks associated with participation in the study, and the benefits of participation in the study. Participants could agree to participate in the study by checking the "yes" box on the digital survey packet. For the hard copy, participants could consent to participation by providing a signature on the informed consent page (Appendix A/B).

### **Supervisory Working Alliance**

SWA was measured for all participants who participated in university supervision during the semesters the survey was administered (including supervisors and

supervisees). For supervisees, the 12-item Working Alliance Inventory (WAI-S) Supervision Trainee Short Form was utilized. For supervisors, the 12-item Working Alliance Inventory - Supervisor Short Form was utilized. Although there are other instruments available that measure SWA, such as the SWA inventory (SWAI), the WAI-S measures the factors of Bordin's (1979, 1983) concept of working alliance (i.e., goal, task, bonds). Such factors have been commonly accepted throughout the literature as constructs that measure SWA (Dickens, 2009; Ladany et al., 1999; Ladany & Inman, 2012; Ladany & Lehrman-Waterman, 1999; McCarthy, 2013), whereas the SWAI is not theoretically grounded. Furthermore, the WIA-Short Form has almost half the items of the SWAI.

**WAI-S.** Based upon the original concept of working alliance developed by Bordin (1979, 1983), Horvath and Greenberg (1989) developed the 36-item Working Alliance Inventory (WAI) to measure therapeutic agreement on goals, tasks, and bond. Horvath then revised the instrument to reduce the number of items by extracting four items from each subscale, goals, task, and bond, with the highest factor loadings to develop the 12-item WAI-S (Horvath, 1991). Ladany et al. (2007) then revised the WAI-S to be applicable to the supervisory relationship by altering main nouns referring to people and things. For example, therapy was replaced with supervision, therapist was changed to supervisor, and client was changed to counselor. Numerous studies demonstrate that when scoring the WAI, the higher the score on each subscale, the higher the agreement on SWA (Dickens, 2009; Ladany et al., 2007; Smith, Younes, & Lichtenberg, 2002). The WAI-S for supervision can be scored individually (i.e., without needing paired supervisor and supervisee scores). Furthermore, in a study examining both

the WAI and WAI-S, both instruments were reported to have comparable predictive validity (Busseri & Tyler, 2003). Regarding internal consistency, Busseri and Tyler (2003) reported Cronbach's alpha for goal (.90), task (.90), and bond (.86) and Beaumont (2010) reported a total Cronbach alpha score of .78. According to George and Mallery (2003), Cronbach alphas greater than .70 are deemed acceptable, scores greater than .80 are deemed good, and scores greater than .90 are excellent. Of the 673 participants included in the study, 490 were eligible to take the WAI-Short-Form. Cronbach's alphas were .91 for goal, .93 for task, and .92 for bond. Last, written permission was provided by Dr. Adam Horvath to utilize the WAI-Short form in the current study as well as to include a full copy of the instrument in my dissertation (see Appendix C).

### **Prevalence Survey**

The researcher developed a survey in the absence of an instrument in the literature specific to examining the use and prevalence of technology in university supervision. The 29-item survey assessed the prevalence of distance supervision in counselor education, types of technology and software used in supervision, training on the software used in supervision, training on HIPAA, FERPA, and ACA Code of Ethics, perceptions of HIPAA, FERPA, and ACA compliance, experience in distance supervision, professional characteristics, and personal characteristics.

**Survey development.** The first draft of the survey was developed based upon a survey template that utilized a review of the literature to identify the aspects of using technology in supervision (see Appendix D). The initial survey consisted of a 42-item supervisor form and 43-item supervisee form (Appendix E). The first 36 items of the survey were identical for supervisors and supervisees and the remaining questions were

developed specific to the role of a supervisor and the role of a supervisee. To ensure that the survey items reflected the most recent updates to technology used in supervision, the development of survey items was educated by the types of distance supervision technology reported to be used by peer reviewed journal articles (Dubi et al., 2010; Chan, Ming-Sum, Chan, & Hong, 2008; Hayden, Navedo & Gordon, 2012; Peña, 2007; Rautenbach & Black-Hughes, 2012; Stebnicki & Glober, 2001; Trolley & Silliker, 2005) as well from Google searches using the following terms: *web conferencing software, video chat, live chat, synchronous video software, video recording software, video web conferencing software, file storage, cloud storage, online file storage, online file transfer, online file transfer software, e-mail, e-mail services, e-mail account, sign-up for e-mail account*. As a result of the literature review and Google searchers, 31 types of asynchronous and synchronous communication methods were identified for the survey. Items were also included that pertained to training and experience in distance supervision (Carlisle, 2013; Watson, 2003), HIPAA, FERPA, and ACA Code of Ethics compliance (ACA, 2014; ACES, 2011; Bernard & Goodyear, 2014; Carlisle et al, 2013; FERPA, 1974; HIMSS, 2012; HITECH act of 2009; HIPAA, 1996;), demographic information related to the benefits of distance supervision (CDW-G, 2011; Olsen et al., 2001; Conn et al., 2009; Dickens, 2009; Kanz, 2001; Powell, 2012; Watson, 2003) and demographic information to describe the characteristics of the sample.

The second draft of the survey (see Appendix F) was developed after numerous rounds of editing and consultation with dissertation committee members. Five items were added to the survey, 25 items between both forms were removed that that did not assist in addressing the research questions, were redundant, or that were better combine with other

items, and the two survey forms (supervisor and supervisee) were combined into a single form. Survey logic was planned to be used for three items to tailor the items specifically to supervisors or supervisees. All survey items were reworded and clarified, all response items were reworded and clarified, most demographic items were moved to the end of the survey, all directions were reworded and clarified, definitions of terms were added for distance supervision and university provided supervision, and grammatical errors were removed throughout. The six items addressing prevalence and delivery methods were reorganized and increased to seven items, the five items addressing types of technology were increased to six items, the 14 items addressing training and experience were reduced to three items, the four items addressing ethics were reduced to one item, the 11 items address legal mandates and confidentiality were reduced to one item, the five demographic items were increased to nine items, and the four demographic items related to the benefits of distance supervision were rewritten in four similar items (see Appendix D). The resulting 26-item second major draft of the survey was finalized for review by an expert review panel. For clarity, it should be noted the second survey draft, as prepared for review by the expert review panel, included 26 items; however, the survey listed the last item as number 27 due an error in numbering.

In order to assist in establishing content validity, the survey was reviewed by an expert review panel consisting of 14 individuals across nine universities. The expert review panel consisted of individuals who were counselor education faculty supervisors, doctoral supervisors, and individuals in distance learning technology. Counselor education faculty supervisors were defined as individuals with a PhD in counselor education or a related field, and who have at least two years experience providing

supervision to master's and/or doctoral students in counselor education and at least one semester of experience providing distance supervision. Doctoral supervisors had at least a master's degree in counseling or a related field, one year of supervision experience, two courses in providing supervision, and one semester of experience providing distance supervision to master's students. Individuals in distance learning technology must have had at least 2 years of experience with using distance learning technology in higher education. Under the specified criteria, four reviewers identified as counselor education faculty supervisors, 3 reviewers identified as a doctoral supervisor, two reviewers identified as a doctoral supervisor and an individual using distance learning technology, three reviewers identified as both a counselor education faculty supervisors and an individual using distance learning technology, and two reviewers identified as meetings all three criteria.

The experts reviewers were provided with a copy of the survey, a list of the research questions that the survey was developed to address, a description of data analysis techniques that addressed the respective research questions, a descriptions of the purpose of the study, and prompts for feedback. The expert reviewers were asked for comments regarding the clarity of items, how well the survey addressed the purpose of the study and research questions, if there was anything that should be added to the survey, and for general feedback for improvement (see Appendix F). After receiving reviewer feedback, a spreadsheet was developed (see Appendix G). that contained each item on the second draft of the survey, reviewer feedback per each item, the changes made to the survey, and the resulting item numbers for draft three. During the review



process, specific edits to the survey were made through consultation with committee members.

Regarding the development of draft three, 146 points of feedback were provided by reviewers, of which 132 were suggestions for improvement. Each point of feedback was examined individually as well as in reference to other reviewers points of feedback. Survey edits consisted of clarifying directions (e.g., Part 1 and Part 2 directions), clarifying item questions and/or responses (e.g., items 1-26 were from draft 2 were revised), clarifying definitions (e.g., university supervision, distance supervision), removing confusing definitions (e.g., primary supervisory role), adding additional response items to questions (e.g., types of technology, *prefer not to say* and *other* response items), removing items (e.g., item 15 draft two), adding new items (e.g., items 16, 16a, 17, 17a, and 19), reordering items (e.g., placing demographic section last), changes to survey logic for screening questions, and grammatical corrections. The largest structural change to the survey was to clarify how the items requested information from supervisors and supervisees. Many reviewers found the term *primary supervisory role* confusing: a term that was used in 13 items and in two directions. After the first survey item, items 2-17 were split into two forms with separate directions, one for supervisors and one for supervisees. Creating two separate forms allowed for a clarification of directions as well as a clarification of wording to 13 items by removing the term *primary supervisor role*. The second structural change to the survey was to remove the survey logic that screened out participants who had participated in supervision in the past but that were not currently participating in supervision. A reviewer indicated, this [item two directions from draft 2] may screen respondents who have a lot of experience with

technology mediated supervision, but are not currently in a supervisory relationship." As a result, the language in the directions for part one as well as all part one items of the survey were revised to allow for participants who had past experience participating in supervision at their current university to complete part one of the survey and then to be sent to the demographic section of the survey. Part 2 of the survey could only be completed by participants who were participating in supervision during the semester the survey was administered. Regarding the survey template, minor adjustments were made to reorganize which items addressed the topics within the template (see Appendix D). After all edits were complete, the third major draft of the survey was ready to be tested with a pilot group of participants (Appendix H).

***Pilot study.*** The pilot test group consisted of master's supervisees, doctoral supervisors, and faculty supervisors who participated in a single CACREP accredited counseling program. The program was selected via purposeful sampling in an effort to identify a familiar program to the primary researcher regarding how supervision was conducted. Because the primary researcher was aware of the technology used in supervision at the selected program, the delivery methods offered, and the formats in which supervision could be conducted, it would be possible to assess if the survey accurately measured some of the factual information it was designed to collect. At the end of the survey, the participants were also asked the following questions: How long did it take you to complete the survey? What changes would you make to the survey if any? Were there any questions we should have asked that we didn't?

The survey was distributed to 52 individuals consisting of 45 supervisees and 14 supervisors. Of the 24 individuals who attempted the survey (46 % response rate), they

identified as 12 supervisors and 12 supervisees. Of those who took the survey, 19 participants completed the survey, of which 10 were supervisors and 9 were supervisees (79% completion rate). Regarding participant demographics, 11% were male ( $n=2$ ) and 89% participants were female ( $n=17$ ). In reference to race/ethnicity, 58% participants were white/Caucasian ( $n=11$ ), 26% were black/African American ( $n=5$ ), 5% were Asian/Pacific Islander ( $n=1$ ), 5% was Hispanic/Latino ( $n=1$ ), and 5% preferred not say ( $n=1$ ). Participants ranged in age between 22 and 53; however, 70% of participants were under age 35. Of the supervisors, 6 were doctoral student supervisors, and 4 were faculty supervisors. Regarding supervisees, all 9 supervisees were Master's students.

After the pilot survey was closed, participant responses to the three prompts requesting feedback on the survey were examined. A total of 23 points of feedback were offered, and the feedback contained 11 suggestions for improvement. Additionally, participant responses were individually examined for irregularities based upon the primary researcher's knowledge of the counseling program's supervision procedures and practices. A spreadsheet was developed to guide edits to the survey that contained participant responses to the three prompts for feedback, the primary researcher's observation, dissertation committee member feedback, the decisions made based upon the provided feedback, a list of draft three survey items, and the resulting item number for draft four (see Appendix I).

Draft four and the changes to the survey consisted of revising directions for clarify (e.g., providing examples, refining wording), moving a definition (e.g., the distance supervision definition to the grouping of distance supervision related questions), moving items (e.g., moving item four of draft three to item 11 of draft four), and minor

revisions to questions for clarity (e.g., reminding participants of the semester timeframe in items 14-17), and one additional item for both the supervisor and supervisee forms (e.g., 13/13a). Survey items were also renumbered with the inclusion of the WAI-short form in the survey packet. The most significant change to the survey was changing item 14 to request the percentage of time participants used each response item during the semester the survey was distributed. The change allowed for more precise information to be collected for use in RQs 2-4. Last, between the fall and spring semester, an additional question was added to the survey after the first eight questions to assess if participants had taken the survey previously. The purpose of the additional question was to assist in protecting against the same participant being represented more than once in the findings. The final 29-item survey (41 items including the WAI-Short Form) can be viewed in Appendix A /B.

## **Participants and Procedures**

### **Participant Criteria**

The survey population, all units of analysis the researchers seeks to generalize the sample to (Dillman, 2007), consisted of supervisors and supervisees from CACREP accredited counselor preparation programs who currently participated in university provided supervision. More specifically, supervisors and supervisees must have either been a student or faculty member and must have received or provided university supervision in a previous semester or the semester the survey was administered while enrolled in a CACREP accredited master's, education specialist, or doctoral program at their current university. Therefore, participants who participated in supervision during a previous semester at their current university could complete part one of the survey and

demographic section of the survey and their responses could be used to address RQ 1. Participants who were currently participating in supervision during the semester the survey was administered could complete the entire survey and their results could be utilized to address RQs 2-4.

### **Survey Population**

In an attempt to develop an estimate of the survey population of students and faculty enrolled in CACREP programs, so that the sample collected may be examined for generalizability to the survey population, the researcher contacted multiple professional associations to request information to be utilized in this study. First, CACREP was contacted to inquire about publicly available data on the number of enrolled students in each accredited program. Such information was not publicly available. Next, the researcher searched counseling department websites for student enrollment data; however, after searching approximately 20 program websites the researcher observed that it was rare for departments to publically post student enrollment statistics and adjunct faculty. Last, with the understanding that ACA offers complimentary professional liability coverage to Master's level student members (ACA, 2015a), that CACREP (2009) requires students to have liability coverage while in clinical training, and counseling faculty members are often ACA or ACES members, the researcher e-mailed an ACA and ACES membership representative to request general membership statistics. With written approval from an ACES membership representative the following information was provided for the 2/01/2015 ACA membership report e-mailed to the primary researcher.

Regarding member demographics ACA has ( $N = 55,241$ ) members (see Table 1) and of those that reported gender ( $n = 14,089$ ), 73.07% ( $n = 10,295$ ) indicated female and

26.93% ( $n = 3,794$ ) indicated male. Members who reported ethnicity ( $n = 17,504$ ) 1,211 identified as 6.92% African American, 2.29% ( $n = 400$ ) Asian, 83.49% ( $n = 14,614$ ) Caucasian, 3.5 % ( $n = 612$ ) Hispanic/Latino, 1.36% ( $n = 239$ ) Multiracial, .56% ( $n = 99$ ) Native American, and 1.88% ( $n = 329$ ) Other. Regarding the members who reported salary ( $n = 14,332$ ), 27.83% ( $n = 3,988$ ) made less than 9,999, 6.46% ( $n = 926$ ) made 10,000-19,999, 9.73% ( $n = 1,395$ ) made 20,000 - 29,999, 15.42% ( $n = 2,210$ ) made 30,000 - 39,999, 13.52% ( $n = 1,938$ ) made 40,000 - 49,999, 10.69% ( $n = 1,532$ ) made 50,000 - 59,999, 9.37% ( $n = 1,343$ ) made 60,000 - 79,999, and 6.98% ( $n = 1,000$ ) made 80,000 or more. Speaking to member geographical location ( $n = 54,697$ ), 18.79% ( $n = 10,276$ ) of members resided in the North Atlantic Region, 23.03% ( $n = 12,595$ ) in the North Central Region, 7.74% ( $n = 4,236$ ) in the Rocky Mountain Region, 38.67% ( $n = 21,390$ ) in the Southern Region, 10.93% ( $n = 5,978$ ) in the Western Region, and 0.84% ( $n = 222$ ) in other locations. Roughly 29.09% ( $n = 16,763$ ) of members reported student as their work setting, and 59.40% ( $n = 34,230$ ) reported other work settings. Last, 19,734 or 35.72% of members were registered with ACA as student members. Still, it is difficult to determine which students or professional members are from CACREP programs, whether a student or professional member has participated in supervision, and if all potential supervisees and supervisors in the population are members of ACA. Although the exact number of supervisees and supervisors that represent the survey population cannot be determined based upon the ACA membership report, the information may be useful to provide perspective on the potential characteristics of the survey population, considering that a portion of the sample was drawn from a national counseling conference sponsored by ACA.

Further attempting to estimate student and faculty members in the survey population, an ACES membership representative was contacted to request membership statistics. With an understanding that ACES, a division of ACA, is a professional membership association that emphasizes counselor education and supervision (ACA, 2015) ACES membership statistics may provide some perspective on the potential number and characteristics of faculty members.

As indicated in Table 1, which was developed based upon the ACES membership report e-mailed to the primary researcher for February, 2015, there were 2,947 ACES members. A total of  $n = 1,404$  members worked in a college or university,  $n = 796$  specialized in counselor education, and  $n = 4,13$  specialized in counselor supervision. Regarding member demographics, of the 1,335 members that reported gender, 60.68% ( $n = 810$ ) were female and 40.32% ( $n = 525$ ) were male. Members who reported ethnicity ( $n = 1,593$ ) were 7.34% ( $n = 117$ ) African American, 3.45% ( $n = 55$ ) Asian, 79.66% ( $n = 1,269$ ) Caucasian, 4.02% ( $n = 64$ ) Hispanic/Latino, 2.45% ( $n = 39$ ) Multiracial, .13% ( $n = 2$ ) Native American, and 2.95% ( $n = 47$ ) Other. Regarding the members who reported salary ( $n = 1,375$ ), 23.27% ( $n = 320$ ) made less than 9,999, 6.04% ( $n = 83$ ) made 10,000-19,999, 6.18% ( $n = 85$ ) made 20,000 - 29,999, 9.02% ( $n = 124$ ) made 30,000 - 39,999, 12.51% ( $n = 172$ ) made 40,000 - 49,999, 16.88% ( $n = 232$ ) made 50,000 - 59,999, 15.56% ( $n = 214$ ) made 60,000 - 79,999, and 10.54% ( $n = 145$ ) made 80,000 or more. Speaking to member geographical location, 14.63% ( $n = 432$ ) of members resided in the North Atlantic Region, 23.23% ( $n = 686$ ) in the North Central Region, 7.31% ( $n = 216$ ) in the Rocky Mountain Region, 45.95% ( $n = 1,357$ ) in the Southern Region, 7.32% ( $n = 216$ ) in the Western Region, and 1.56% ( $n = 46$ ) in other locations. Roughly 40.01% ( $n = 1,404$ ) of

members reported participation in a college/university work setting, 16.73% ( $n= 587$ ) of members reported student as their work setting, and 43.26% ( $n= 1,518$ ) reported various other work settings. Last, 662 or 22.46% of members were specifically registered with ACES student status.

Similar to the ACA membership statistics, it is difficult to discern how many ACES members were faculty, students, supervisors, or supervisees, and which members are from CACREP programs. Although the exact number of individuals that represent the survey population cannot be determined, the above information from ACA and ACES still might provide some perspective on the number and characteristics of the survey population.



Table 1

*ACES and ACA Member Demographic Characteristics*

Member Characteristics	N	<u>ACES</u>	N	<u>ACA</u>
		Valid %		Valid %
Gender Total	1,335	.	14,089	.
Female	810	60.68	10,295	73.07
Male	525	40.32	3,794	26.93
Ethnicity Total	1,593	.	17,504	.
African American	117	7.34	1,211	6.92
Asian	55	3.45	400	2.29
Caucasian	1,269	79.66	14,614	83.49
Hispanic	64	4.02	612	3.50
Multiracial	39	2.45	239	1.36
Native American	2	.13	99	0.56
Other	47	2.95	329	1.88
Salary Total	1,375	.	14,332	.
Less than 9,999	320	23.27	3,988	27.83
10,000 - 19,999	83	6.04	926	6.46
20,000 - 29,999	85	6.18	1,395	9.73
30,000 - 39,999	124	9.02	2,210	15.42
40,000 - 49,999	172	12.51	1,938	13.52
50,000 - 59,999	232	16.88	1,532	10.69
60,000 - 79,999	214	15.56	1,343	9.37
80,000 or more	145	10.54	1,000	6.98
Region Total	2,953	.	54,697	.
North Atlantic	432	14.63	10,276	18.79
North Central	686	23.23	12,595	23.03
Rocky Mountain	216	7.31	4,236	7.74
Southern	1,357	45.95	21,390	39.11
Western	216	7.32	5,978	10.93
Other	46	1.56	222	0.40
Work Setting Total	3,509	.	57,625	.
	1,404	40.01	6,632	11.51
College/university				
Student	587	16.73	16,763	29.09
Other	1518	43.26	34230	59.40
Member Type				
Professional/ Regular	2194	74.45	34,115	61.75
Retired	662	22.46	1,392	2.53
Student	91	03.09	19,734	35.72
Total	2,947	100.0	55,241	100.00

Estimating the survey population of supervisors and supervisees posed serious challenges; however, the survey population of eligible CACREP accredited counseling programs was identified on the CACREP.org directory of programs. During the fall 2014 semester a total of 658 programs were identified across 290 universities. For the spring 2015 semester, 683 programs were identified across 306 universities (CACREP, 2014; 2015).

### **Participant Characteristics**

The sample consisted of 673 participants after initial data cleaning and screening procedures were conducted. Information pertaining to participant characteristics were collected to describe the sample and to examine the sample's generalizability in reference to the personal and professional characteristics of the survey population described above.

**Professional characteristics.** As illustrated in Table 2, of the 673 participants roughly 40% were supervisors and 60% were supervisees, (281 supervisors, and 392 supervisees). Participants also primarily consisted of Master's students, ( $n= 330$ , 49%) then faculty members/adjunct ( $n= 190$ , 28%), doctoral students ( $n= 141$ , 21%), Ed.S students ( $n= 7$ , 1%), Ed.S and Masters student ( $n= 1$ , less than 1%), and could not be determined ( $n= 4$ , less than 1%, e.g., dissertation committee member). Roughly half the sample were Master's students, a third of the sample were faculty members, and a fifth of the sample were doctoral students. When the list of CACREP programs is viewed on the CACREP (2015) directory, of the 683 programs available, 88% ( $n= 602$ ) are Masters programs, 9% ( $n= 63$ ) are doctoral programs, and 3% ( $n= 18$ ) are Master/Ed.S programs. Thus, it makes sense that Master's participants (faculty and students) are most highly represented in the sample, and then doctoral participants (faculty and students), and Ed.S

participants (faculty and students). Participants were also represented across all CACREP specialty areas, while some participants were involved in more than one specialty area. The majority of participants identified as participating in a clinical mental health program ( $n= 428$ , 64%), the next most highly represented program was school counseling ( $n= 223$ , 33%) then counselor education and supervision ( $n= 106$ , 15%), marriage and couples counseling ( $n= 76$ , 11%), student affairs/college counseling ( $n= 24$ , 4%), addictions ( $n= 22$ , 3%), and career counseling ( $n= 22$ , 3%). When cross referenced against the 2015 CACREP directory, similar to how the programs are ranked in order for the sample, clinical/community counseling programs were most highly represented ( $n= 283$ , 41%) and then school ( $n= 250$ , 37%), counselor education ( $n= 63$ , 9%), marriage ( $n= 42$ , 6%) student affairs /college counseling ( $n= 32$ , 5%), with addictions and career counseling sharing the remaining 2%. The rank order was identical. When examining the university regions for the sample, 48% ( $n=295$  ) were in SACES, 18% ( $n= 110$ ) were in NCACES, 14% ( $n= 86$ ) were in NARACES, 9% ( $n= 55$ ) were in RMACES, 7% ( $n= 43$ ) were in WACES, 3% ( $n= 20$ ) preferred not to say, with 64 missing responses. When cross referenced against the CACREP directory, the rank order for region was almost identical with the exclusion of RMACES and WACES. Roughly 42% ( $n= 287$ ) were in SACES, 27% ( $n= 184$ ) were in NCACES, 17% ( $n= 113$ ) were in NARACES, 7% ( $n= 51$ ) were in WACES, and 6% ( $n= 41$ ) were in RMACES.

Table 2

*Professional Characteristics*

<i>Characteristic</i>	<i>N</i>	<i>Sample</i>			<i>CACREP</i>	
		<i>%</i>	<i>Valid</i> <i>%</i>	<i>Cumulative</i> <i>%</i>	<i>N</i>	<i>Valid</i> <i>%</i>
Supervisor	281	41.8	41.8	41.8	.	.
Supervisee	392	58.2	58.2	100.0	.	.
Supervisory Role Total	673	100.0	100.0		.	.
Masters	330	49.0	49.0	49.0	602	88.14
Doctoral	141	21.0	21.0	70.0	63	09.22
Ed.S	7	1.0	1.0	71.0	18	2.64
Faculty Member	190	28.2	28.2	99.3	.	.
Ed.S & Masters	1	.1	.1	99.4	.	.
Could not be determined	4	.6	.6	100.0	.	.
Total	673	100.0	100.0		683	100.00
Addictions	22	3.3	3.3	3.3	3	.43
Career	22	3.3	3.3	3.3	10	1.46
Clinical/Comm.	428	63.6	63.6	63.6	283	41.43
Marriage and Couple	76	11.3	11.3	11.3	42	6.15
School	223	33.1	33.1	33.1	250	36.60
Student Affairs and College	24	3.6	3.6	3.6	32	4.69
Doctoral	106	15.8	15.8	15.8	63	9.24
Total	901	.	.	.	683	100.00
NCACES	110	16.3	18.1	18.1	184	26.94
NARACES	86	12.8	14.1	32.2	113	16.54
SACES	295	43.8	48.4	80.6	287	42.02
RMACES	55	8.2	9.0	89.7	41	6.01
WACES	43	6.4	7.1	96.7	51	7.47
PrefNotSay	20	3.0	3.3	100.0	.	.
Unknown	.	.	.	.	7	1.02
Total	609	90.5	100.0			100.00
Region Missing	64	9.5	.	.	.	.

Last, 145 CACREP universities were represented in the sample, which is slightly under half of the survey population of accredited universities. Of the 673 cases, 11% ( $n=72$ ) of the responses were missing and 27% ( $n=184$ ) of participants indicated a *prefer not respond* option. A little under 30% ( $n=190$ ) of the participants were from 11 universities that had 1-3 participants represented per university. The next 20% ( $n=72$ ) of participants were from 28 universities that had 4-8 participants represented per university. The next 12% ( $n=81$ ) of cases were completed by participants from 12 universities that had 6-8 participants represented per university. The last 11% ( $n=74$ ) of cases were completed by participants from 6 universities that had 9-21 participants. On average, 2.75 participants complete the survey from each universities represented in the sample.

Table 3

<i>University Frequency Distribution</i>				
<i>Participants</i>	<i>Universities</i>	<i>N</i>	<i>Percent</i>	<i>Cumulative Percent</i>
1	60	60	8.92	8.92
2	23	46	6.84	15.75
3	28	84	12.48	28.23
4	8	32	4.75	32.99
5	8	40	5.94	38.93
6	5	30	4.46	43.39
7	5	35	5.20	48.59
8	2	16	2.38	50.97
9	1	9	1.34	52.30
10	2	20	2.97	55.27
12	2	24	3.57	58.84
21	1	21	3.12	61.96
PreferNotSay	Unknown	184	27.34	89.30
Missing	Unknown	72	10.70	100.00
Total	145	673	100.00	100.00

The comparison between the sample and the CACREP directory indicated that in terms of professional characteristics, the sample is similar to the representation of

CACREP degrees offered, specialty program areas, and regions. Furthermore, half the survey population of CACREP universities is represented in the sample, and with a small handful of exceptions (10% of the sample), participants were well distributed throughout the universities represented in the sample.

**Personal characteristics.** To assist in comparing the personal characteristics of the survey population to the personal characteristics of the sample, demographic information was collected regarding participant gender, race, salary, and region for comparison to the ACA and ACES population. Slight adjustments were made to the sample scale for the variable income for the ease of comparison to the salary information collected by ACA and ACES. Although region was already examined under professional characteristics, region was added to the Table 4 for comparison to the ACA and ACES population.

Table 4

*Personal Characteristics*

Characteristics	<u>Sample</u>		<u>ACA</u>		<u>ACES</u>	
	<i>Sample</i>	<i>Valid %</i>	<i>N</i>	<i>Valid %</i>	<i>N</i>	<i>Valid %</i>
<b>Gender</b>						
Female	471	79.03	10,295	73.07	810	60.68
Male	125	20.97	3,794	26.93	525	40.32
Total	596	100.00	14,089	100.00	1,335	100.00
Missing	66	9.81	41,152	74.50	1,612	54.70
PrefNot/Other	11	1.33	.	.	.	.
<b>Race/Ethnicity</b>						
Alaska Native/ Native American	2	.35	99	.56	2	.13
Asian	19	3.30	400	2.29	55	3.45
Black/ African American	57	9.9	1,211	6.92	117	7.34
Latino/Hispanic	11	1.91	612	3.50	64	4.02
Native Hawaiian/ Pacific Islander	1	.17	.	.	.	.
White/ Caucasian	475	82.61	14,614	83.49	1,269	79.66
Multi/Bi-Racial	8	1.39	239	1.36	39	2.45
Other	2	.35	329	1.88	47	2.95
Total	574	100.00	17,504	100.00	1,593	100.00
Missing	73	10.70	37,737	68.31	1,354	45.95
PrefNotSay	26	3.86	.	.	.	.
<b>Salary/Income</b>						
Less than 9,999	71	12.93	3,988	27.83	320	23.27
10,000 - 19,999	75	13.66	926	6.46	83	6.04
20,000 - 29,999	36	6.65	1,395	9.73	85	6.18
30,000 - 39,999	49	8.93	2,210	15.42	124	9.02
40,000 - 49,999	38	6.92	1,938	13.52	172	12.51
50,000 - 59,999	42	7.65	1,532	10.69	232	16.88
60,000 - 79,999	66	12.02	1,343	9.37	214	15.56
80,000 or more	172	31.33	1,000	6.98	145	10.54
Total	549	100.00	14,332	100.00	1,375	100.00
Missing	65	9.66	40,909	74.06	1,572	53.34
PrefNotSay	59	8.77	.	.	.	.
<b>Region</b>						
North Atlantic	86	14.60	10,276	18.79	432	14.63
North Central	110	18.68	12,595	23.03	686	23.23
Rocky Mountain	55	9.34	4,236	7.74	216	7.31
Southern	295	50.1	21,390	39.11	1,357	45.95
Western	43	7.30	5,978	10.93	216	7.32
Other	.	.	222	0.40	46	1.56

Total	589	100.00	54,697	100.00	2,953	100.00
Missing	64	9.51	554	1.01	0	0
PrefNotSay	20	2.97	.	.	.	.

### **Sampling Frame**

The sampling frame was developed by cataloging a list of every CACREP accredited program and then by individually visiting each counseling programs website to generate an e-mail list of counseling program heads of department, program leaders, program chairs, program directors, clinical coordinators, faculty members, adjuncts, and lecturers for each CACREP accredited university.

An e-mail list containing 290 addresses for the fall of 2014 was developed that included one department chair or program head from each CACREP university. Additionally, an e-mail list of program administrators was developed e.g., all program heads of department, program leaders, program chairs, and program directors that could be identified for each CACREP university) that consisted of 722 addresses for fall 2014, and 693 addresses for spring 2015. Last, an e-mail list was generated for all faculty members and adjuncts that could be identified at CACREP universities and consisted of 2,597 address for fall 2014, and 1972 address for spring 2015. Faculty member e-mails beyond the program heads of department, program leaders, program chairs, program directors, or clinical coordinators could not be identified for 21 universities. To reduce coverage error the sampling frame was updated after each distribution attempt by: removing the e-mails of individuals that were identified as not representative of the survey population (e.g., faculty members in other programs not related to counseling; Dillman, 2007), adding newly identified e-mails of individuals that were representative of the survey population (e.g., adding new faculty member e-mails recommended by



respondents to the invitation; Dillman, 2007), and by removing duplicate and incorrect e-mail address (Dillman, 2007).

### **Sampling Procedures**

The study was approved as exempt by the Darden College of Education Human Subjects Review Board prior to data collection (see Appendix K). The initial sampling method proposed included e-mailing CACREP department heads with the first request to distribute/participate and to send a reminder request two weeks later. Next, after building a second sampling frame of CSI chapters from CACREP programs, the research would e-mail CSI student board members of each chapter with a participation invitation. Last, a participation invitation would be posted on CESNET and COUNGRADs listservs.

CESNET is a listserv that primarily serves counselor educators and students preparing to become counselor educators (CESNET, 2015) and COUNGRAD is a listserv that primarily serves counseling graduate students and alumni (ACA, 2015c). The researcher also intended on including a raffle to win 4, \$25 Amazon gift cards as an incentive to participate. Prior to beginning data collection, the above data collection strategy was adapted based upon a review of the literature to further maximize response rate, improve survey delivery strategies, and to reduce both coverage and non-response error.

Additionally, a human subjects addendum was submitted and approved that addressed changes to survey items and the use of hard copy surveys.

In a review of the literature, Fan and Yen (2010) identified five issues when considering Internet survey delivery strategies: the sampling method used (e.g., what individuals should be surveyed), the design of invitations to participate, the use of pre-notification announcements and reminders, how to effectively use incentives and how

participants are informed of the study (e.g., how to contact the participants; Fan & Yen, 2010).

**Sampling method.** Regarding sampling methods (e.g., what individuals should be surveyed; Fan & Yen, 2010), the researcher attempted to sample the entire population of supervisors and supervisees in CACREP accredited programs. The initial sampling frame only included department heads, program leaders, and program chairs and relied heavily upon the above program administrators as gatekeepers to distribute the survey to potential supervisors and supervisees. To assist in reducing the clear risk of coverage error, a sampling frame was built to gain direct access to additional respondents (e.g., supervisors) by developing an e-mail list that included more potential participants (e.g., program chairs, program leaders, program directors, clinical coordinators, faculty members, adjunct professors, part-time faculty, and lectures). The CESNET and COUNSGRAD listservs were utilized to gain direct access to participants (supervisors and supervisees) in addition to recruiting both supervisors and supervisees at one national counseling conference.

Even if a perfect sampling frame could be developed that included the entire survey population, strategies for contacting potential participants in the sampling frame remain an important consideration. Web based survey delivery methods maintain the vulnerability of excluding potential participants due to e-mail spam and block filters (Fan & Yen, 2010). To assist in avoiding spam and block filters, the primary researcher did not use mass e-mailing services or strategies when contacting individuals in the sampling frame. E-mails sent through popular mass e-mailing services are often more likely to be blocked or identified by spam filters (Fan & Yen, 2010). Instead, individual participation

request e-mails were sent to department heads, program leaders, program chairs, program directors, and clinical coordinators. Speaking further to methods of contacting potential participants in the study, considering the sampling frame relied largely upon gatekeepers to distribute the survey to supervisees, a mixed mode survey strategy was utilized to contact supervisees and additional supervisors directly. According to Dillman (2007) mixed mode formats that include the use of more than one method of contacting participants are appropriate when attempting to collect the "same data from different members of the sample" (p. 219). The primary researcher attempted to obtain additional questionnaire responses by contacting individuals to request participation at one national counseling conference to complete hard copies of the survey. At the national conference, 3,526 individuals were in attendance, 1215 of which were students (information gathered from an ACA conference representative).

**Invitation letters.** Careful attention was given to designing participation invitations to maximize response rate (Fan & Yen, 2010). Fan and Yen highlight three issues commonly examined in the literature pertaining to the design of invitation e-mails for web based surveys: personalizing invitations, including a statement that indicates a deadline for the survey, and instructions for how participants may gain access to completing the survey (e.g., requiring a log-in to prevent multiple responses). Dillman (2007) also recommend that prior to distributing the survey to participants, a personalized pre-notification letter should be distributed that is limited in length to that which can be viewed on the screen without scrolling, describes the research, lists individuals to contact with questions, identifies when the survey will be distributed, includes a statement of appreciation, and that is positively worded. The purpose of the pre-notification e-mail is

to provide individuals with a positive and timely notice that they will receive a request to participate in a study and to build anticipation (Dillman, 2007; Needham & Vaske, 2008). Considering the sampling frame in the current study heavily relied upon gatekeepers to distribute the survey and that a pre-notification e-mail may not be useful in building anticipation within gatekeepers, only some of the principals associated with developing a pre-notification letter were adopted for use in the initial invitation e-mail. However, when developing the verbal invitations utilized to invite conference attendees to participate in the study after the conference, most principals suggested by Dillman (2007) regarding pre-notifications were implemented (e.g., positive wording, purpose, timeframe to receive the survey; see Appendix J).

As illustrated in Appendix J, the invitation letters were designed with consideration of the issues identified by Fan and Yen (2010) and Dillman (2007). The invitations were personalized by addressing recipients by name. Participant access to the survey was also concisely described and managed through an automatic Qualtric function (e.g., ballot box stuffing). The letters were also positively worded, limited in length to that which can be viewed on the screen without requiring much scrolling, if any (dependent upon users' Internet browser default zoom settings), described the research, listed the individual to contact with questions, and included a statement of appreciation. Additionally, the letter was adapted after some points of contact to be more personalized to the recipient (e.g., program administrators, faculty, listserv subscribers, conference attendees), and to address respondent questions (e.g., Do students have to currently be in supervision?; Are supervisors participating in supervision with Ed.S and Ph.D students eligible?; Are individuals participating in group supervision eligible?). Last, each

respondent that contacted the primary researcher with feedback, to confirm distribution of the survey, to be removed from the e-mail list, or that asked any questions was delivered a brief positively worded and personalized thank you letter based upon the content of their response.

**Reminders.** Reminder invitation e-mails were strategically distributed based upon recommendations in the literature. With mail surveys, Dillman (2007) recommends an additional four points of contact after the initial pre-notification letter. However, within the culture of distributing surveys online for participants in counselor education the researcher has observed from experience that three points of contact is most traditionally accepted. Based upon understanding the importance of multiple contacts to gain participants as well as the culture of administering surveys in the field of counselor education, the fall 2014 and spring 2015 semester each contained 1 to 2 reminder emails for each sub population of the sampling frame. A conservative 1 to 2 reminder emails per semester, per subpopulation was utilized considering the survey would be administered a second semester. The fall semester contained four methods of informing subpopulations of the sample, the spring semester contained seven methods of informing subpopulations of the sample, and it is possible that some participants were represented in more than one subpopulation (e.g., program administrators, conference attendees, CESNET users).

**Informing participants of the study.** The fall data collection timeframe spanned from the third week of November to the second week in January. The spring data collection timeframe began the third week of February and ended at the end of March. Participants were informed of the study via invitation e-mails sent to CACREP program leaders, administrators, and faculty members in the sampling frame, posting invitations to

counseling listervs, verbally requesting participation at a conference, and as a result of individuals in the sampling frame who forwarded the survey to other potential participants. Considering the simultaneous strategies used to inform participants of the study, estimating response rate served to be difficult. Therefore, to provide insight into the success of each strategy for informing participants of the study, each point of contact with participants was sorted into nine data collection timeframes.

***Timeframe one.*** During the fall 2014 semester the first participation e-mail invitation (see Appendix J) included one program leader from each university (e.g., program chair, program leader, or the program director) for 290 CACREP accredited universities beginning the third week of November. Resulting from the invitation, 17 e-mails were returned to sender or indicated that the individual was not involved in the counseling program, 13 respondents indicated they did not have the authority to distribute the survey, one invitation was met with an out of office reply, and seven program leaders indicated that an IRB was required. For one program, an IRB was both completed and approved and 11 program leaders agreed to distribute the participation invitation. The first collection period consisted of one point of contact (see Table 5) and resulted in a 72% completion rate, with 90 surveys started and 65 completed. Of the completed surveys, 27 supervisor forms were completed, 33 supervisee forms were completed, and 5 participants were neither a supervisor or supervisee (see Table 6).

***Timeframe two.*** The second distribution request (see Appendix J), sent 10 days later, consisted of program leaders and program administrators (e.g., program chairs, program leaders, program directors, and clinical coordinators). The invitation e-mails served as the second point of contact with program leaders and first point of contact with

program administrators (see Table 5). Additionally an invitation (see Appendix J) was posted on the CESNET listserv. Prior to distribution, the sampling frame was updated by removing incorrect e-mail addresses, e-mail addresses of respondents who previously confirmed they were not involved with a counseling program, e-mail address of individuals from universities that previously agreed to distribute the survey, and e-mail address from individual from universities that previously indicated they required an IRB. A total of 722 individual e-mails were sent to all program leaders and individuals across 278 universities with CACREP accredited programs. A total of 7 e-mails were returned to sender or respondents indicated that the individual was not involved in the counseling program, 2 respondents indicated they did not have the authority to distribute the survey, 16 invitations were responded to with an out of office reply, 2 program administrators indicated that an IRB was required, and an individual from 16 different universities agreed to distribute the invitation (see Table 6). The second collection period resulted in a 79% completion rate, with a total of 153 surveys started and 121 completed. Within the completed surveys, 51 supervisor forms were completed, 63 supervisee forms were completed, and 7 participants were not in the role of a supervisor or supervisee (see Table 7).

***Timeframe three.*** The third distribution request (see AppendixJ) was sent 8 days after the previous request and consisted of all program faculty including program leaders, program administrators, full-time, part-time, and adjuncts that could be identified on program websites. For program leaders the invitation served as the third point of contact, for program administrators the invitation served as the second point of contact, for faculty members the invitation served as the first point of contact, and for CESNET the invitation

served as the first point of contact (see Table 5). Prior to distribution, the sampling frame was updated by removing incorrect e-mail addresses, e-mail addresses of respondents who previously confirmed they were not involved with a counseling program, e-mail address of individuals from universities that previously agreed to distribute the survey, and e-mail address from individual from universities that previously indicated they required an IRB. A total of 2,597 e-mail invitations were sent in small distribution groups that were addressed to the faculty members of 234 university excluding 8 universities that required an IRB, 27 universities that previously agreed to distribute the invitation, and 21 universities that faculty e-mails could not be identified. Of the 2,597 e-mails sent, 409 were returned to sender or indicated the individual was not involved in a counseling program, 8 respondents indicated they did not have the authority to distribute the survey, 34 invitations were responded to with an out of office reply, 4 program administrators indicated that an IRB was required, and an individual from 7 different universities agreed to distribute the invitation (see Table 6). A total of 133 surveys were started and 101 were completed (76% completion rate). Regarding the completed surveys, 73 supervisor forms were completed, 22 supervisee forms were completed, and 6 participants were sent to the end of the survey via survey logic who indicated they were neither a supervisor nor supervisee (see Table 7).

***Timeframe four.*** During the fourth distribution timeframe, 10 days after the previous points of contact, posting the invitation (see Appendix J) to the CESNET listserv served as the second point of contact for individuals subscribed to the CESNET listserv (see Table 5). Faculty members from two universities indicated the survey was distributed (see Table 6). The fourth collection timeframe resulted in a 81% completion



rate overall, with a total of 16 surveys started and 13 completed. Of the completed surveys, 9 supervisor forms were completed, 3 supervisee forms were completed, and 1 participant indicated they were neither a supervisor nor supervisee (see Table 7).

***Fall timeframe totals.*** Overall 3,610 e-mail requests were sent during the fall semester over 4 timeframes and consisted of 8 points of contact with sub populations of the sampling frame (see Table 5). A total of 433 e-mails were returned to sender or respondents indicated the individual was not involved in a counseling program, 23 individuals indicated they did not have the authority to distribute the survey, 51 invitations were responded to with an out of office reply, and 12 program administrators indicated that an IRB was required (see Table 6). A response rate was calculated based upon the 290 universities included in the sampling frame and the number of universities that confirmed distributing the survey. The survey was confirmed to be distributed at 36 of the 290 available universities in the sampling frame with a 12% response rate based upon confirmation of distributing the survey. Out of the 392 surveys attempts, 300 participants completed the survey in full with a 76% completion rate. The supervisor form was completed by 160 participants, the supervisee form was completed by 121 participants, and survey logic ended the survey for 19 participants who indicated they were never a supervisor nor supervisee at their current university (see Table 7).

Table 5

*Fall 2014 Data Collection Timeframe and Points of Contact with Potential Participants*

Distribution Time Period	1	2	3	4	Total
	11/19	11/31	12/08	12/18	Fall
	11/30	12/07	12/17	01/15	2014
Contacts with program leaders	01	01	01	.	03
Contacts with program administrators	.	01	01	.	02
Contact with program faculty			01	.	01
Contacts on CESNET		01	.	01	02
Total contacts	01	02	04	01	08

Table 6

*Fall 2014 Data Collection Timeframe and Respondent Distribution Replies for CACREP  
E-mail List and CESNET*

Distribution Time Period	1 11/19 11/30	2 11/31 12/07	3 12/08 12/17	4 12/18 01/15	Total Fall 2014
Invitation e-mails sent per timeframe	290	722	2,597	01	3,610
Universities represented in sampling frame	290	273	**234	.	290
	17	07	409	.	433
In-active e-mail address or not in counseling program	13	02	08	.	23
Does not have the authority to distribute	01	16	34	.	51
Out of office reply	*06	02	04	.	12
IRB required to distribute	11	16	07	02	36
Distribution confirmations received					
Response rate of university confirmations of survey distribution for eligible universities	.	.	.	.	12%

Note: \*During the first distribution time period seven respondents indicated an IRB was required. One IRB application was approved for subsequent data collection after the second data collection timeframe. \*\* Faculty members beyond the program leaders and program administrators could not be identified for 21 universities.

Table 7

<i>Fall 2014 Data Collection Timeframe, Survey Attempts, and Survey Completion</i>					
Distribution Time Period	1	2	3	4	Total
	11/19	11/31	12/08	12/18	Fall
	11/30	12/07	12/17	01/15	2014
Survey attempts	90	153	133	16	392
Surveys completed	65	121	100	13	299
Supervisor surveys completed in full	27	51	72	9	159
Supervisee surveys completed in full	33	63	22	3	121
Neither supervisee or supervisor	5	7	6	1	19
Survey completion rate	72%	79%	75%	81%	76%

**Spring data collection.** Prior to the spring 2015 semester, the sampling frame was updated by visiting the department websites of 26 newly accredited programs across 16 universities to record program administrator and faculty e-mails, and by removing one community counseling programs with an expired accreditation. The sampling frame was also updated by removing all e-mail addresses that were non-active, non-representative of the survey population, from universities that required an IRB, and by returning the faculty e-mail addresses for all 36 universities where a faculty members previously agreed to distribute the survey in the fall. A total of 306 universities were eligible for participation excluding 12 universities that indicated a required IRB. The updated spring sampling frame included 294 CACREP accredited universities, 693 program administrators, 1,972 program faculty members (including program administrators), CESNET and COUNSGRAD listservs, individuals from one counseling national conference, and individuals from one state level counseling conference.

***Timeframe five.*** The fifth distribution timeframe began the third week of February and consisted of the first point of contact with program administrators during the spring semester (see Table 8). Based upon the survey completion and distribution results from the fall semester, instead of initiating a point of contact with one program leader per university, all 294 program leader e-mails were added to the list of program administrators for the first point of contact of the spring semester. A total of 693 program administrators across 294 universities were included in the distribution. Resulting from the invitations sent (see Appendix J), three e-mails were returned to sender or indicated that the individual was not involved in a counseling program, 12 respondents indicated they did not have the authority to distribute the survey, 20 invitations were met with an out of office reply, 1 respondent indicated that an IRB was required, and 35 program administrators agreed to distribute the invitation (see Table 9). A total of 164 surveys were started and 123 were completed with a 75% completion rate. Of the completed surveys, 25 supervisor forms were completed, 89 supervisee forms were completed, and 9 participants were neither a supervisor nor supervisee (see Table 10).

***Timeframe six.*** The sixth timeframe consisted of sending a reminder (see Appendix J) to program administrators across 258 universities five days after the previous contact and served as the second point of contact during the spring semester (see Table 8). Prior to distributing the invitation all inactive, incorrect, and duplicate e-mail addresses were removed while adding new e-mail addresses based on e-mails replies from respondents. All program administrator e-mail addresses from the 35 universities that agreed to distribute the survey and the single program that indicated an IRB was required were removed from the sampling frame. A total of 596 individualized invitations

were e-mailed to 596 program administrators. Two e-mails were returned to sender or indicated that the individual no longer was employed by their respective program, 5 respondents indicated they did not have the authority to distribute the survey, 7 out of office replies were received, no program administrators indicated that an IRB was required, and an individual from 16 different universities agreed to distribute the invitation (see Table 9). A total of 115 surveys were started and 83 were completed (72%). Within the completed surveys, 10 supervisor forms were completed, 64 supervisee forms were completed, and survey logic ended the survey for 9 participants that were not in the role of a supervisor nor supervisee (see Table 10).

***Timeframe seven.*** The seventh timeframe consisted of the third point of contact for program administrators and the first point of contact for program faculty for the spring semester (see Table 8). Prior to distribution all inactive and wrong person e-mail addresses were removed from the sampling frame based upon participant responses from previous points of contact. E-mail addresses for faculty members from the 16 universities that previously agreed to distribute the survey in the prior period of contact were removed from the sampling frame. Seven days after the last point of contact, e-mail invitations (see Appendix J) were distributed via small e-mail distribution groups addressed to the faculty members of 242 individual universities. A total of 1,972 faculty members were contacted, 27 e-mails were returned to sender or respondents indicated that they were no longer was employed by their respective program, a single respondent indicated they did not have the authority to distribute the survey, 52 out of office replies were received, 2 program administrators indicated that an IRB was required, and an individual from 9 different universities agreed to distribute the invitation (see Table 9). A total of 63 surveys

were started and 45 were completed (71%), 23 of which were supervisor forms, 19 were supervisee forms. Survey logic sent 3 participants to the end of the survey that indicated they were neither a supervisor nor supervisee (see Table 10).

***Timeframe eight.*** The eighth timeframe consisted of posting a survey invitation on CESNET (see Appendix J) and COUNGRADS (see Appendix J), inviting students at a national conference to complete a hard copy of the survey, and inviting general national conference attendees to take the digital survey at a later date. The listserv postings served as the first point of contact with the listserv subscribers, distributing hard copy surveys to students at the conference served as the first point of contact with student conference attendees, and verbally inviting general conference attendees (including students) to complete the survey after the conference served as the first point of contact with general conference attendees (see Table 8). Resulting from the listserv postings, two faculty members confirmed distributing the survey at their university. The listserv invitations combined with the distribution of hard copy surveys at the conference resulted in an 89% completion rate overall, a total of 55 surveys were started and 49 were completed. Of the completed surveys, 9 supervisor forms were completed and 40 supervisee forms were completed (see Table 9). Regarding the invitation to complete a hard copy of the survey for student conference attendees, the hard copies of the survey were distributed solely to graduate students the first two days of the conference. Students were informed that the anonymous survey could be dropped off in a secure survey drop box located in a specified room. An estimated 120 students were invited to participate, a total of 58 surveys were distributed, 5 were supervisor forms and 53 were supervisee forms. A total of 36 surveys were returned (62% return rate), of which 5 were supervisor

forms and 31 were supervisee forms. Of the surveys returned, 5 supervisors forms and 30 supervisee forms were completed (97% completion rate; see Table 10). Last, general conference attendees were invited to receive a digital copy of the survey before, after, and/or during 6 different conference functions. A total of 3,562 individuals attended the national counseling conference according to a national conference representative. The primary researcher verbally invited an estimated 800 conference attendees (23% of conference attendees in total) to complete a digital copy of the survey at a later time period. A total of 197 of the conference attendees approached (25%) agreed to meeting the criteria for participation and provided their e-mail address so that they may receive a digital survey invitation. Further, an estimated 10% of those individuals verbally offered to forward the survey to their colleagues. As a result, an invitation letter was developed to send to the general conference attendees that included an additional invitation letter that could be forwarded to students and faculty (Appendix J).

***Timeframe nine.*** The ninth and final timeframe of data collection consisted of three points of contact with potential participants: sending invitation e-mails (see Appendix J) to national conference attendees, posting an invitation to CESNET (see Appendix J), and COUNGRADS (see Appendix J) listservs. Three days after e-mails were collected at the national conference, the second point of contact with conference attendees was initiated by e-mailing 197 individualized invitation letters to respondents. Of the invitations sent, 9 were returned to sender or blocked, 1 individual indicated they did not have the authority to distribute the survey, 3 individuals indicated an out of office response, 22 individuals confirmed receiving the invitation, and 12 individuals confirmed distributing the survey to their colleagues. Concomitantly, as the second point of contact



with CESNET and COUNGRADS subscribers, the invitation was posted to both listservs six days after the previous listserv posting. A total of 2 individuals from CESNET confirmed distributing the survey at their university (see Table 9). The ninth collection timeframe resulted in a 77% completion rate overall, a total of 131 surveys were started and 101 were completed. Of the completed surveys, 36 supervisor forms were completed, 57 supervisee forms were completed, and 8 participants were neither a supervisor nor supervisee (see Table 10).

***Spring timeframe totals.*** A total of 3,462 e-mail requests were sent during the fall semester over 5 timeframes and consisted of 14 points of contact (7 methods were used to contact participants in the spring semester compared to the 4 methods used in the fall) to reach sub populations of the sampling frame (see Table 8). Only 15 e-mails were returned to sender or respondents indicated the individual was not involved in a counseling program, 69 individuals indicated they did not have the authority to distribute the survey, 32 invitations were responded to with an out of office reply, and 1 program administrators indicated that an IRB was required (see Table 9). A response rate was calculated based upon the 294 universities included in the sampling frame and the number of universities that confirmed distributing the survey. The survey was confirmed to be distributed at 70 of the 294 available universities in the sampling frame with a 24% response rate based upon confirmation of distributing the survey. Out of the 528 surveys attempts, 401 participants completed the survey with a 77% completion rate. The supervisor form was completed by 103 participants, the supervisee form was completed by 269 participants, and survey logic ended the survey for 29 participants who indicated they were never a supervisor or supervisee at their current university (see Table 10).

***Timeframe totals for the 2014-2015 school year.*** In total, 7072 e-mail requests were sent during the fall and spring semester over nine timeframes and consisted of 22 points of contact with sub populations of the sampling frame (see Table 8). A total of 448 e-mails were returned to sender or respondents indicated the individual was not involved in a counseling program, 92 individuals indicated they did not have the authority to distribute the survey, 83 invitations were responded to with an out of office reply, and 13 program administrators indicated that an IRB was required (see Table 9). Although a responses rate based upon unique university individuals that agreed to distribute the survey and the survey population was previously calculated for each semester a total responses rate for both semester cannot be calculated considering that some representatives of each university distributed the survey during both the fall and spring semesters. Out of the 920 surveys attempts, 700 participants completed the survey with a 76% completion rate. The supervisor form was completed by 262 participants, the supervisee form was completed by 390 participants, and survey logic ended the survey for 48 participants who indicated they were never a supervisor or supervisee at their current university (see Table 10).

Table 8

*Spring 2015 Data Collection Timeframe and Points of Contact with Potential Participants*

Distribution Time Period	5 2/19 2/23	6 2/24 3/03	7 3/04 3/10	8 3/11 3/15	9 3/16 3/22	Total Spring 2015	Total Fall 2014	Total 2014 2015
Contacts with program leaders	01	01	01	.	.	03	03	06
Contacts with program administrators	01	01	01	.	.	03	02	05
Contacts with program faculty	.	.	01	.	.	01	01	02
Contacts on CESNET	.	.	.	01	01	02	02	04
Contacts on COUNGRADS	.	.	.	01	01	02	.	02
National conference student contacts for hard copy survey	.	.	.	01	.	01	.	01
National conference general attendee contacts	.	.	.	01	01	02	.	02
Total contacts with sub groups of the sampling frame	02	02	03	04	03	14	08	22

Note: Program leaders were contacted during the spring semester within the sub group of program administrators.

Table 9

*Spring 2015 Data Collection Timeframe and Respondent Distribution Replies  
for CACREP E-mail List, Listservs, and a National Conference*

Distribution Time Period	5 2/19 2/23	6 2/24 3/03	7 3/04 3/10	8 3/11 3/15	9 3/16 3/22	Total Spring 2015	Total Fall 2014	Total 2015
Invitation e-mails sent per timeframe	693	596	1972	2	199	3,462	3,610	7072
Universities represented in sampling frame	294	258	242	.	.	294	290	306
In-active e-mail address or not in counseling	03	02	01	.	09	15	433	448
Does not have authority to distribute	12	05	52	.	01	69	23	92
Out of office reply	20	07	02	.	03	32	51	83
IRB indicated to distribute	01	00	00	.	00	01	12	13
Distribution confirmations received	35	16	09	02	08	70	36	106
E-mails collected at national conference	.	.	.	197	.	197	.	197
Hard copies distributed	.	.	.	58	.	58		58
Hard copies returned	.	.	.	36	.	36		36
Response rate by university distribution confirmations	.	.	.	.	.	24%	12%	.

Note: \* Faculty members beyond the program leaders and program administrators could not be identified for 21 universities.

Table 10

*Spring 2015 Data Collection Timeframe, Survey Attempts, and Survey Completion*

Distribution Time Period	5 2/19 2/23	6 2/24 3/03	7 3/04 3/10	8 3/11 3/15	9 3/16 4/01	Total Spring g 2015	Total Fall 2014	Total 2015
Survey attempts	164	115	63	55	131	528	392	920
Surveys completed	123	83	45	49	101	401	299	700
Supervisor forms completed	25	10	23	9	36	103	159	262
Supervisee forms completed	89	64	19	40	57	269	121	390
Neither supervisor or supervisee	9	9	3	0	8	29	19	48
Survey completion rate	75%	72%	71%	89%	77%	77%	76%	76%

### Data Analysis

Prior to data analysis each participant's responses to the survey items were individually examined as preparation for data analysis. Missing cases were identified and coded, other responses were interpreted and coded, and incomplete surveys were examined for potential inclusion in analysis.

### Data Cleaning

Data cleaning began by examining and cleaning responses for 920 attempted surveys. Without speaking to screening procedures in this section, there was an error in survey logic that allowed ~25 participants to attempt sections of the survey who did not

meet the criteria to complete a given section. For example, survey logic did not stop some participants who indicated their university was not CACREP accredited from completing the survey. Also, in part 2 of the survey, roughly a dozen individuals were permitted to complete the survey section pertaining to their current supervision experience when participants indicated they were not participating in supervision during the semester the survey was administered. The responses for the above participants were cleaned by deleting the responses for items in the sections that participants should not have been permitted to attempt. The mistake in survey logic did not cause data to be lost, but too much to be gathered and was noticed roughly one month after data collection began during the fall semester.

Second, other and text responses were examined for missing data, coded into preexisting response items when available, and coded into new responses items when the frequency of other responses merited such treatment. Items 2-8, 14, 15, 33, 35-41 contained other responses. Items 2, 3, and 14, were screening questions that allowed participants to still continue the survey when other responses were listed. Therefore, proper categorization and interpretation of other responses was essential to prepare for later data screening procedures. For item two, that requested information on the specialty area of the CACREP programs participants were involved with, responses such as "school psychology, parenting education, sports psychology"...etc. were coded as non-CACREP. The list of CACREP schools participants provided in item 41 was also cross referenced against the list of CACREP accredited programs to identify individuals from non-CACREP accredited programs that did specify their program was not CACREP accredited in item 3. For item 2, that requested information on the position the participant

held at their university, when pre-existing responses were not indicated and only a text response was provided such as "retired, practicing counselor, supervisor at a career center" the responses were coded as not faculty or student. Regarding question 14, other responses were examined and coded into pre-existing categories or coded as not participating in practicum of internship (e.g., skills class, pre-practicum, techniques class.

For items 4-7, that requested information on types of software used, other responses not pertaining to software program were coded and new responses items were created for high frequency software programs. Item 8 requested information on software programs for which participants received training. Item 8 responses were cross examined against items 5-7, and a new variable was created that categorized participants into three categories pertaining to the training received on software program used in supervision (all, some, none). Item 15, that requested information on the percentage of time participants used various synchronous delivery methods in supervision was examined for other responses indicating asynchronous responses and recoded for later screening procedures. When a participant identified a single preexisting delivery method (e.g., FtF at 90%) with an asynchronous text responses (e.g., email at 10%) the other response was removed and the percentage was added back into the FtF category. However, when the other response was indicated and left blank or when the other response was indicated while the participant also selected two or more pre-existing responses items (e.g., FtF at 80%, video web conferencing at 10%, and other with e-mail listed at 10%) it could not be determined how the asynchronous percentage listed (e.g., 10%) should be returned to the pre-existing synchronous categories without making assumptions. Considering the

questions was only interested in synchronous delivery methods such cases were coded for later screening.

Items 33, and 35-40 other text responses were coded into pre-existing responses or new other response categories. Item 32 provided information on the state of the participants and the variable was recorded into ACES regions to maintain the confidentiality of participants' universities considering some states only have a small handful of CACREP accredited universities. Last, other responses for the university of the participant were interpreted and acronyms were all capable of interpretation. In one instance, a participant provided their name opposed to the university name; even in this case through examination of Google searches the participants' university of participation was identified. Only one participant's responses could not be interpreted and was coded as missing. Missing data for all items on the survey were coded as -9999 for easy identification. Missing data were primarily identified within items that offered a text or open response considering the vast majority of participants completed the forced responses digital survey opposed to the hard copy. It should be noted, however that for demographic information participants were provided a *prefer not say option*. In such cases, the prefer not to say option was indicated when describing the characteristics of the sample; however, for data analysis regarding inferential statistics, the *prefer not say* option was coded as -9999 for missing.

Each case was also individually examined to identify inconsistencies between responses to items. For example, participant responses to the WAI-short form were examined in reference to the regularly scored items and reverse scored items. No responses were identified that did not represent realistic responses to the WAI-short form.



Item 41 which requested the name of the participant's university was cross examined against item 3 which screened out participants from non-CACREP school. Regarding data cleaning pertaining of outliers for the inferential statistical analyses, details are outlined in chapter 4 based upon each unique statistical model assessed.

### **Screening**

Of the 920 respondents who attempted the survey, participants were screened out of the study for not completing essential sections of the survey needed for data analysis and for not meeting the criteria for participation. A summary of participants screened out of the survey is provided in Table 11.

1. Item 1 was examined for participants who indicated not holding the role of a supervisor or supervisee ( $n = 48$ ), and for those who did not indicate a supervisory role ( $n = 36$ ). A total of 84 individuals were removed from analysis.
2. Participants must have completed part one of the survey in full to be included in any analysis. Without completing the final item of part one survey responses to the hypothesis for RQ 1, which is a hypothesis only requiring descriptive statistics, could not be assessed and participants. Further participants would not have been provided the opportunity to progress to either part two of the survey or the demographic section. Through case wise deletion, a total of 130 individuals were screened out for not completing apart one in full, and in turn not being provided the opportunity to complete part 2 for hypothesis testing within RQs 2-4.
3. Participants were screened next by items 3 and 41 for not participating in a CACREP accredited program. Sixteen participants indicate their program was not CACREP accredited, 4 participants indicated an other/text responses that was not

an eligible CACREP program, and 4 participants listed a university and program based on a cross examination of items 3 and 41 that was not CACREP accredited. A total of 16 individuals were removed from analysis for not participating in a CACREP program.

4. Regarding the additional item added to the survey between the fall and spring semester, 11 participants indicated that they had previously completed the survey in a prior semester and were removed from analysis.
5. Last, 6 participants reported they were neither a faculty member nor student, which in turn, indicated they were not participating in university supervision and were removed from analysis.

After data screening, a total of 673 cases were available for analysis for RQ 1 and subsequent analyses for RQ 2-4. The hypothesis for research question one did not require an IV or DV and instead relied upon descriptive statistics. For RQs 2-4, that required an IV and DV for inferential statistics, further data screening procedures were conducted. RQs 2-4 required participants to have participated in supervision during the semester the survey was administered whereas RQ 1 only required participants to have experience in supervision at their current CACREP accredited university.

1. A total of 96 participants were screened out for RQs 2-4 for not participating in supervision during the semester the survey was administered.
2. Item 14 on the survey, which screened for participants who participated in practicum or internship university supervision, allowed for an other response. Thirteen individuals indicated other responses that could not be categorized as practicum or internship supervision and were removed from analysis.

3. Participants (52) were also screened out of analysis for RQs 2-4 for not completing part two of the survey in full. The final items of part two required responses to the WAI-short form. Without completing part 2 data analysis a composite score for SWA could not be computed to test hypothesis contained within RQs 3-4. Furthermore, without completing part 2 in full, participants would not have been provided the opportunity to complete the demographic section of the survey that contained items required to address RQ 2.
4. Last, 22 participants were screened out of the survey for listing asynchronous delivery methods in the other column for item 15. Considering RQs 2-4 were only looking at synchronous methods, individuals that listed asynchronous methods were removed if the response could not be recoded.

Following data screening for inferential statistics in RQs 2-4, a total of 490 cases were available for analysis. Specifically, there were 490 cases available for analysis for RQ 2 prior to assessing cases with missing demographic information for randomness and examining influential cases. Similarly, RQ 3 contained  $N = 490$  cases, but with no missing data prior to examining cases for outliers. RQ 4 only looked at individuals that had completed 100% distance supervision and  $N = 52$  cases were available for analysis with no additional missing cases prior to examining outliers (Table 12).

Table 11

*Data Screening RQ 1/Part 1 of the Survey*

<i>Screening criteria</i>	<i>Supervisor</i>	<i>Supervisee</i>	<i>Total</i>	<i>Percentage Removed</i>
Total attempts			920	
Not supervisor or supervisee/ supervisory role not indicated	.	.	84	9%
Survey attempts by supervisors and supervisees	356	480	836	
Removed for not competing part 1	59	71	130	14%
Not CACREP	5	3	8	1%
Not CACREP other	3	1	4	.5%
Not CACREP program listed	0	4	4	.5%
Not faculty or student	3	3	6	1%
Took survey previously	5	6	11	1%
Total screened out				
Total available for analysis				673

Table 12  
*Data Screening RQ 2 and RQ 3/Part 2 Survey*

<i>Screening criteria</i>	<i>Supervisor</i>	<i>Supervisee</i>	<i>Total</i>	<i>Percentage Removed</i>
Did not participate in supervision during semester survey was administered	52	44	96	14%
Not participating in practicum or internship	9	4	13	2%
Did not complete part 2 of the survey	30	22	52	8%
Asynchronous delivery method listed	8	14	22	3%
Total screened out	99	84	183	27%
Total available for analysis	182	308	490	

### **Assumptions and Data Analysis Techniques**

The below section details the variables included for analysis to test each hypothesis, methods for assessing missing data, strategies for handling outliers, methods for testing data assumptions, and plans for data analysis. Table 13 contains a brief description of the variables utilized to test each hypothesis, the type of variable, and the associated data analysis technique.

Table 13

*Variables Matrix*

Q	Hypothesis	Variable Description	Variable Type	Data Analysis
1	<u>H<sub>1</sub></u> Face-to-face, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision.	1) Course delivery method (FtF/ Hybrid/Online) 2) Existence of distance supervision (Yes/No/IdontKnow) <u>IV</u> 1) Residence within 50 miles (Yes/No) 2) Hours worked per week 3) Annual income 4) Dependents 18 and under <u>DV</u> -Synchronous delivery method, distance, hybrid, FtF	1) Nominal with 3 levels 2) Nominal with three levels <u>IV</u> 1) Dichotomous 2) Interval 3) Interval 4) Interval <u>DV</u> 1) Nominal	Frequency distribution table Multinomial Regression
2	<u>H<sub>2</sub></u> Distance from university, work hours, household income, and children 18 and under will significantly predict participation in synchronous distance supervision.	<u>IV</u> =Synchronous delivery method, (distance/ hybrid/ FtF) <u>DV</u> =SWA <u>Covariate</u> Experience in distance supervision <u>IV</u> =Combination of synchronous distance supervision delivery methods (one method/two or more) <u>DV</u> =SWA <u>Covariate</u> 1) Experience with distance supervision	<u>IV</u> = Nominal with three levels <u>DV</u> = Interval <u>Covariate</u> Interval <u>IV</u> Dichotomous  <u>DV</u> 1) Interval <u>Covariate</u> 1) Interval	ANCOVA ANCOVA
3	<u>H<sub>3</sub></u> Controlling for previous experience using synchronous technology in distance supervision, video web-conferencing, audio web-conferencing, and phone will be significantly associated with supervisory working alliance.			
4	<u>H<sub>4</sub></u> Controlling for previous experience using synchronous technology in distance supervision, there will be a significant relationship between participants who used a combination of two or more synchronous delivery methods and supervisory working alliance as compared to participants who only used one synchronous delivery method.			

**RQ 1.** What is the prevalence of distance supervision in CACREP-accredited counselor education programs?

H<sub>1</sub>: FtF, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision.

To directly address the hypothesis, items 11 and 13 of the survey were cross examined using a frequency matrix to describe the use of distance supervision within FtF, Hybrid, and online programs. Further, descriptive statistics (e.g., frequency, percentage, mean, median, range, standard deviations) were utilized as appropriate to describe responses to survey items 4-10 pertaining to technology used in supervision, training, and legal and ethical compliance.

**RQ 2.** What demographic variables (distance from university, work hours, household income, children 18 and under) significantly predict participation in synchronous distance supervision?

H<sub>4</sub>: Distance from university, work hours, household income, and children 18 and under will significantly predict participation in synchronous distance supervision.

Descriptive statistics such as mean, median, range, and standard deviations were used to describe the distribution of the IVs across delivery method groups. Realizing the DV could be argued as an ordinal variable based upon the amount of technology used in supervision (FtF=*none*, hybrid=*some*, distance=*all*), all four IVs were entered into an ordinal regression model to assess the assumption of proportional odds. The assumption of proportional odds assessed if the effects of the IVs are same across all combinations of the DV (Osborne, 2015). The test of parallel lines was failed,  $p < .05$ , indicating a multinomial regression would be most appropriate.

The data were entered into SPSS using a forced-entry method since the predictor variables do not have any rank (Field, 2009; Osborne, 2015). The criterion variable, participation in distance supervision, was coded as 0=*FtF*, 1=*hybrid*, and 2=*distance*, and FtF was assigned as the reference group. Of the four IVs, distance from university was dichotomous and coded as 0=*residence within 50 miles* from the university and 1=*residence outside of 50 miles* from the university with 0 acting as the reference group. The other three interval IVs were work hours (interval variable measured hours worked per week in a paid position), household income (interval variable measured in dollars), and number of dependents 18 and under (interval variable measured by number of children 18 and under).

Missing data for 74 cases were examined and removed from analysis. Outliers were examined for influential cases utilizing DfBetas generated by conducting two separate logistic regressions (DV: 0=*FtF*, 1=*hybrid*; 0=*FtF*, 1=*distance*) with all IVs entered into each model (Osborne, 2015). After generating DfBetas for each model, a frequency distribution was conducted to examine the DfBeta constants of each model for influential cases. Cases were conservatively removed from analysis outside of the .5th and 99.5th percentile. Although there is no set standard for an acceptable cut off point for screening influential cases, it is acceptable to remove cases determined to be extreme, as influential cases can mask effects or cause effects to be misestimated (Osborne, 2015). The assumptions of colinearity (no correlations greater than .80), model specification (appropriate variables are included in the model), variables are additive in nature (no interaction effects), and linearity on the logit (no curvilinear effects) were assessed. While assessing the data for interaction effects, after z-scoring the interval IVs, all



possible interactions(Location2, ZIncome, ZChildren18, ZWorkHours, Location\*ZIncome, Location\*Zchildren18, Location\*Zworkhours, Zincome\*Zchildren, Zincome\*Zworkhours, Zchildren18\*Zworkhours) were entered into the model with the main effects and DfBetas were generated again and cleaned at the .5th and 99.5th percentile. Last, curvilinearity was examined by use of a Box-Tidwell transformation. Curvilinearity was further assessed by entering all combinations of the simple, interaction, and quadratic terms. Interactions were graphed using Z-scores, simple effects were graphed on their original scales, and the results were interpreted and reported by calculating relative risk and conditional probabilities.

G\*Power 3.7.1 was utilized to calculate an a priori power analysis with an .05 alpha level (Cohen, 1988, 1992), power of .80 (Cohen 1988, 1992), and an odds ratio of 1.4. A minimum sample size of 348 participants was needed.

**RQ 3.** Controlling for experience as a participant in distance supervision, is there a significant relationship between synchronous supervision delivery method groups (distance supervision, face-to-face supervision, and hybrid supervision) and supervisory working alliance?

H<sub>2</sub>: Controlling for previous experience using technology in distance supervision, there will not be a significant relationship between synchronous supervision delivery method groups (distance supervision, face-to-face supervision, and hybrid supervision) and supervisory working alliance.

Descriptive statistics such as mean, median, range, and standard deviations were used to describe the distribution of scores for SWA across delivery method groups. To assess for significant mean differences across groups, an ANCOVA was conducted with

delivery method (0=*FtF*, 1=*hybrid*, 2=*distance*) as an independent grouping variable, supervision experience as the interval covariate, and SWA as the interval DV. Before running the ANCOVA analysis, the following assumptions were assessed: independence of groups, normality across groups, no extreme outliers, homogeneity of variance (Levene's and F-Hartley test), homogeneity of regression slope, and independence of covariate across groups. After testing for simple effects, if significant, a Bonferoni post-hoc test would be conducted to further describe the findings. For the ANCOVA, G\*Power 3.7.1 was utilized to calculate an a priori power analysis with the ANCOVA: fixed effect, main effect, and interactions statistical test function. With a medium effect size for  $f$  of .25 (Cohen, 1988, 1992), a .05 alpha level (Cohen, 1988, 1992), and power of .80 (Cohen 1988, 1992), a minimum sample size of 179 participants was needed.

To further examine the results after hypothesis testing, the researcher assessed additional variables not included in the original model for significant associations with the DV: supervisory role (supervisor or supervisee), supervision course level (practicum or internship), supervision format (individual/triadic or group supervision), gender, and supervision hours attended for current semester. After conducting a series of ANCOVAS with the above nominal variables individually added to the original model as an additional factor, and after conducting correlations between the DV and above interval variables, the factors supervision role, supervision course level, supervision format, and gender demonstrated promise for improving the variance covered by the model. All three variables were entered into the model, assumptions were reassessed, and interaction effects were explored.

**RQ 4.** Controlling for experience as a participant in distance supervision, what combination of synchronous distance supervision delivery methods (video web-conferencing, audio web-conferencing, phone, real-time chat) is significantly associated with supervisory working alliance?

H<sub>4</sub>: Controlling for previous experience using synchronous technology in distance supervision, there will be a significant relationship between participants who used a combination of two or more synchronous delivery methods and supervisory working alliance as compared to participants who only used one synchronous delivery method.

Descriptive statistics such as mean, median, range, and standard deviation were utilized to describe the distribution of scores for SWA across synchronous delivery method groups. To assess for significant mean differences across groups, an ANCOVA was conducted with combination of delivery method as an independent grouping variable (*1 method/2 or more methods*), supervision experience as the interval covariate, and SWA as an interval DV. Prior to running the ANCOVA analysis, the following assumptions were assessed: continuous dependent variable and covariate, the independent variable must have two or more nominal groups, independence of groups normality across groups, no extreme outliers, homogeneity of variance (Levene's and F-Hartley test), homogeneity of regression slope, and independence of covariate across groups. For the ANCOVA, G\*Power 3.7.1 was utilized to calculate an a priori power analysis with the ANCOVA: fixed effect, main effect, and interactions statistical test function. With a medium effect size for  $f$  of .25 (Cohen, 1988, 1992), a .05 alpha level (Cohen, 1988,

1992), and power of .80 (Cohen 1988, 1992), a minimum sample size of 158 participants was needed.

To further examine the hypothesis, and to explore the findings in greater detail, the researcher entered the potentially confounding variables that were identified in RQ 3 to the model for RQ 4. Supervisory role, supervision format, supervision course level, and gender were entered into the model, as additional factors, assumptions were reassessed, and two-way interactions were explored.

### **Development of Variables**

To prepare the data for analysis, eight variables were developed based upon cross referencing responses from multiple items on the survey or by re-coding responses items from survey items.

- Children 18 and under: items 37 and 38 were reviewed to identify the number of children participants' had that were 18 and under and a new interval variable was developed to represent the number of children 18 or under.
- Software training: items 5-7 software program were examined against item 8 and a new ordinal variable was developed indicating the degree of training participants received on the software listed for use (i.e., *all*, *some*, *none*).
- Supervision format: Item 14 requested information on if participants were involved in individual, triadic, or group supervision. Based upon theoretic grounds, CACREP (2009) requires identical standards for individual and triadic supervision whereas the standards for group supervision are different from the standards for individual/triadic supervision. As a result, supervision format was developed as a dichotomous variable and coded as 0= *individual/triadic*

*supervision* and 1= *group supervision* with *individual/triadic* as the reference group.

- Supervision course level: Item 14 also served to request information on the course that the supervision was associated. According to CACREP (2009) the supervision requirements differ for practicum and internship students. As a result, the variable supervision course level was developed as a dichotomous variable and coded as 0= *practicum* and 1= *internship*.
- Income: item 34 contained ordinal response items (e.g., less than 10,000, 10,000-19,999, 20,000-29,000.....90,000-99,999, 100,000-125,000, 150,000 or more. The item was strategically developed to illicit a higher rate of response as compared to asking participants to specify their exact income with the understanding that the data would later be transformed into interval level data for analysis by labeling each ordinal response item with the middle monetary value (e.g., 5k, 15k, 25k.....95k, 105k). To maintain the principals of interval level data response items for participants that made more than 100,000 were capped at 105,000.
- SWA: A composite score was developed by summing participate responses to the WAI-short form after reverse scoring items 22 and 28 (4 and 10 of the 12-item instrument).
- Synchronous delivery methods: item 15 response items were expressed as a matrix that allowed participants to enter the percentage of time they spend utilizing various synchronous communication methods in supervision (FtF, video web conferencing, audio web conferencing, audio communication via phone, real time text based chat, and an open ended other response. Using Qualtrics' item

verification options, the percentages had to add up to 100% for a participant to move onto the next item. The item was purposefully designed in such a way to gather more information than merely requesting that participants check off a box for each delivery method used. By gathering the additional information, the research maintained the control to define FtF, hybrid, and distance supervision based upon the definitions provided in the literature and was able to avoid having to add additional cumbersome definitions within the directions of the survey.

- Synchronous supervision delivery method: As utilized in RQs 2-3, FtF supervision was defined as the complete absence of synchronous distance supervision delivery methods in supervision (FtF only), hybrid supervision was defined as any combination of FtF and synchronous distance supervision delivery methods (FtF, video web conferencing, audio web conferencing, audio communication via phone, real time text based chat), and distance supervision was defined as only the use of distance supervision delivery methods (video web conferencing, audio web conferencing, audio communication via phone, real time text based chat).
- Combination of synchronous distance supervision delivery methods: Being interested in examining the relationship between SWA and the combination of synchronous distance supervision delivery method within RQ 4 (video web conferencing, audio web conferencing, audio communication via telephone, or real time text based chat) the nominal categories were grouped into a single categorical variable with two levels

(one synchronous distance supervision delivery methods, and more than one synchronous distance supervision delivery methods).

### **Summary**

The study utilized a cross sectional non-experimental correlation design to survey participants of supervision from CACREP-accredited counselor education programs. The purpose of the study was to examine the prevalence of distance supervision in counselor education, the relationship between participating in distance supervision and participant demographics, and the relationship between SWA and synchronous supervision delivery methods. The primary researcher also developed a brief survey to assess the prevalence of distance supervision in counselor education and utilize the WIA-Short form (Horvath & Greenberg, 1989) to address the proposed research questions and hypotheses. Additionally, the chapter described the data analysis procedures that were utilized to address the research hypothesis as well as the limitations of the proposed study.

## **CHAPTER FOUR**

### **RESULTS**

The primary purpose of the study was to understand the prevalence of distance supervision, the demographic variables related to the use of distance supervision, and the relationship between delivery methods and SWA. Four research questions were developed to meet the purpose of the study. Descriptive statistics, data assumptions as appropriate, and the results of hypothesis testing were provided for each research question.

#### **Research Question One**

What is the prevalence of distance supervision in CACREP-accredited counselor education programs?

H<sub>1</sub>: Face-to-face, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision.

The purpose of RQ 1 was to identify the prevalence of distance supervision across FtF, Hybrid, and Online counseling programs. Descriptive statistics were used to test the null hypothesis. In addition to addressing the null hypothesis, descriptive statistics were provided on the types of software used to communicate in real time during supervision, to transfer recorded client sessions, and to transfer supervision related paperwork, as well as the training received for the use of software in supervision, training received regarding HIPAA, FERPA, and ACA compliance, and perceptions of HIPAA, FERPA, and ACA compliance to further address the research question. A total of  $N= 673$  participants were eligible for analysis after data cleaning and screening.



## Hypothesis Testing

To test the hypothesis, a frequency distribution matrix was developed to examine the existence of distance supervision across FtF, Hybrid, and Online counseling programs (see Table 14). Item 11 of the survey asked participants if distance supervision existed in their program. Response items included, *yes*, *no*, *I don't know*, and *prefer not to say*. Item 13 asked participants if their entire counseling degree could be completed from a distance at their current university. Response items included, *yes* [Online program], *some classes but not all* [Hybrid program], *no* [FtF program] and *I don't know* (bracketed notes not listed on the actual survey). For participants who reported that their program offered only FtF coursework ( $n = 446$ ), 105 indicated distance supervision existed (23%), 271 participants indicated distant supervision did not exist (61%), and 70 participants indicated they did not know (16%). For participants that reported their program offered hybrid course work (e.g., *some classes online but not all*;  $n = 154$ ), 77 indicated distance supervision existed (50%), 56 indicated it did not exist (36%), and 21 indicated they did not know (14%). For participants that reported their program had a full online option to complete coursework ( $n = 41$ ), 33 indicated distance supervision existed (80%), 6 indicated distance supervision did not exist (15%), and 2 did not know (5%). Oddly, 6 participants who indicated all course work could be completed online also indicated that distance supervision did not exist. Such an occurrence could be an indication of exceptions within programs for supervision requirements, a lack of knowledge of participants, or measurement error. However, as indicated in Table 14, distance supervision existed in FtF, hybrid, and online programs. The null hypothesis was rejected.

Overall, 222 (33%) participants reported distance supervision existed in their program, 341 (51%) reported distance supervision did not exist, and 110 (16%) preferred not to respond or did not know. Of the  $n = 417$  participants that reported the name of their university, 146 (35%) reported distance supervision existed in their program, 201 (48%) reported distance supervision did not exist, and 70 (17%) preferred not to respond or did not know. For the 145 universities reported to be represented in the sample, distance supervision was reported for use in 72 universities. Half of the universities represented in the sample consisted of participants that reported their university offered distance supervision.

By region, of the 146 participants that listed their university name and that reported distance supervision was offered in their program, 76 (52%) represented the SACES region and 37 universities (51%), 21 (14%) represented the NCACES region and 16 universities (22%), 19 (13%) represented the RMACES region and 8 universities (11%), 16 (11%) represented the NARACES region and 7 universities (10%), and 14 (10%) represented the WACES region and 4 universities (6%). Within each region, for SACES 54% ( $n = 37$ ) of the 68 universities offered distance supervision, for NCACES 46% ( $n = 16$ ) of the 35 universities offered distance supervision, for RMACES 62% ( $n = 8$ ) of the 13 universities offered distance supervision, for NARACES 35% ( $n = 7$ ) of the 20 universities offered distance supervision, and for WACES 44% ( $n = 4$ ) of the 9 universities offered distance supervision.

Table 14

*Frequency Distribution: RQ 1, Program Course Delivery and Distance Supervision*

	<u>Program Course Delivery Method</u>							
	<i>FtF</i> <i>N</i>	<i>FtF</i> <i>%</i>	<i>Hybrid</i> <i>N</i>	<i>Hybrid</i> <i>%</i>	<i>Online</i> <i>N</i>	<i>Online</i> <i>%</i>	<i>I don't</i> <i>know</i> <i>N</i>	<i>I don't</i> <i>Know</i> <i>%</i>
Distance Supervision Exist-Yes	105	23.54	77	50.00	33	80.49	7	21.88
Distance Supervision Exist-No	271	60.76	56	36.36	6	14.63	8	25
Distance Supervision Exist-I don't know	70	15.70	21	13.64	2	4.88	16	50
Distance Supervision Exist-Prefer Not Say	0	.00	0	.00	0	.00	1	3.13
Total	446	100	154	100	41	100.00	32	100

**Forms of Technology Used in Supervision**

Participants were asked to report the forms of technology they have used to participate in university supervision at their current university. New response items were developed for other responses and participants were permitted to select all answer choices that applied. From the most frequently reported forms of technology to least frequently reported, e-mail was used by 73% of participants ( $n= 493$ ), telephone conversations by 50% ( $n= 339$ ), video web conferencing by 29% ( $n= 193$ ), texting on the telephone by 27% ( $n= 182$ ), discussion boards by 23% ( $n= 158$ ), real time text based chat by 14% ( $n= 92$ ), and 12% of participants ( $n= 80$ ) indicated using no forms of technology. Last, audio based web conferencing, technology (media player, computer) to watch recorded sessions

in FtF supervision, real time discussion boards, blogs, and technology (specialized university servers with a live feed) to watch counseling sessions live were all used by under 10% of participants respectively.

Table 15

*Frequency: RQ1 Forms of Technology*

<i>Form of Technology</i>	<i>N</i>	<i>Percent</i>
Email	493	73.25
Phone	339	50.37
Video.Web.Conferencing		
Software	193	28.68
Phone.Texting	182	27.04
Discussion.Board	158	23.48
Chat.Real.Time	92	13.67
None	80	11.89
Audio.Web	60	8.92
Tech.to.watch.recordings.FtF	45	6.69
Snail.Mail	43	6.39
DiscussionB.Real	35	5.2
Blogs	17	2.53
Tech.to.watch.live.sessions	3	0.45

### **Web Conferencing Programs Used in Supervision**

Participants were also asked to specify the web conferencing software used to communicate in real time (e.g., Adobe Connect, Skype) during their experiences in university supervision at their current university. New response items were developed for other text responses for survey item 5 and recoded into existing response items as appropriate. Participants were also permitted to select all answer choices that applied. A total of 28 software programs were identified by participants for use in distance supervision. Most participants, 418 (62%) reported not having used any web conferencing software during their supervision experiences at their current university. Roughly 21% of participants ( $n = 142$ ) indicated having used only one platform, 10% ( $n =$

64) used 2 platforms, 4% ( $n=29$ ) used 3 platforms, and 3% ( $n=18$ ) used 4 or more platforms. The most frequently used software platforms were Skype (16%;  $n=110$ ) and then Adobe Connect (12%;  $n=82$ ), Collaborate (8%;  $n=56$ ), Face Time (6%;  $n=38$ ), and Global Meeting (5%;  $n=30$ ). Go To Meeting, WebCt, Wimba, Google Meeting, and Illuminate were used by 1%-4% of participants and the remainder of the software programs in Table 16 were each used by less than 1% of participants.

Table 16.

*Frequency: RQ 1 Web Conferencing Software*

<i>Form of Technology</i>	<i>N</i>	<i>Percent</i>
None	418	62.11
Skype	110	16.34
Adobe.Connect	82	12.18
Collaborate	56	8.32
Face.Time	38	5.65
Global.Meeting	30	4.46
Go.To.Meeting	23	3.42
WebCT	23	3.42
Web.Ex	13	1.93
Wimba	12	1.78
Google.Open.Meeting	10	1.49
Illuminate	10	1.49
VSee	4	0.59
Zoom	4	0.59
Click.Meeting	2	0.30
Fuze.Meeting.Pro	2	0.30
InterCall	2	0.30
Canvas	2	0.30
Capcha	2	0.30
Fr.Conf.Call.Com.Tanberg	2	0.30
Jabber	2	0.30
University.Software	2	0.30
iMeet	1	0.15
Infinant.Conferencing	1	0.15
ooVoo	1	0.15
AnyMeeting	1	0.15
Desire.2.Learn	1	0.15
Moodle	1	0.15
MSN.Video.Chat	1	0.15
Missing	5	.74

**Methods of Sharing Client Sessions**

Next, participants were requested to indicate the technology or methods used to share recorded client sessions between the supervisor and supervisee (e.g., hand delivered, DropBox, watch during session). New response items were developed for other text responses for survey item 6 and recoded into existing response items as appropriate.

Participants were also offered the option to select all answer choices that applied. The majority of participants (57%;  $n = 383$ ) reported having supervision experiences in which they watched client sessions between the supervisor and supervisee during FtF supervision, 8% of participants ( $n = 52$ ) reported having watched client sessions in supervision via video web conferencing software, 43% of participants ( $n = 286$ ) have hand delivered session recordings between the supervisor and supervisee, 2%; ( $n = 12$ ) transferred session via a USB/CD/DVD, 12% of participants ( $n = 84$ ) used an university email to transfer sessions, and 4% of participants ( $n = 24$ ) used a private email.

Specific to software programs or software platforms used to share client sessions, participants indicated 30 types of software programs. About 73% of participants ( $n = 492$ ) had not used any software to share sessions, 22% of participants ( $n = 145$ ) reported having experience with one software program, 4% of participants ( $n = 29$ ) reported using at least 2 software programs, and 1% of participants ( $n = 7$ ) reported using three or more programs. In rank order, the most frequently indicated programs for use were Dropbox (12%), Collaborate or the BlackBoard student information platform (5%), Googledocs (4%), Wimba (2%), and Box and Kaltura (1%); the remainder of software listed in Table 17 were each used by less than 1% of participants.

Table 17

*Frequency: RQ 1 Methods for Sharing Client Sessions*

<i>Form of Technology</i>	<i>N</i>	<i>Percent</i>
Watched.FtF.Session	383	56.91
Hand.Delivered	286	42.50
University.Email	84	12.48
Drop.Box	79	11.74
Watched.Video.Session	52	7.73
Collaborate.BB	32	4.75
Google.Docs	30	4.46
Private.Email	24	3.57
None.NA	17	2.53
University.Server	15	2.23
USB.CD.DVD	12	1.78
Wimba	11	1.63
Snail.Mail	9	1.34
Box	7	1.04
Kaltura	7	1.04
Hightail.yousentit.com	5	0.74
Panopto	5	0.74
WebCT	4	0.59
Adobe.Connect	4	0.59
Illuminate	3	0.45
ZendTo	3	0.45
Acclaim	3	0.45
Ensamble	3	0.45
Mile.Stone	3	0.45
Zip.Cloud	2	0.30
Canvas	2	0.30
Go.To.Meeting	2	0.30
Landro	2	0.30
Life.Size	2	0.30
Live.Text	2	0.30
Titanium	2	0.30
Just.Cloud	1	0.15
Sugar.Sync	1	0.15
Arcadia	1	0.15
Apple.TV	1	0.15
ChalkandWire	1	0.15
Clinicam	1	0.15
Desire.2.Learn	1	0.15
Learning.Space	1	0.15
Missing	15	2.23



### **Methods of Sharing Supervision Paperwork.**

Next, participants were asked to identify the technology or methods used to share supervision related paperwork between the supervisor and supervisee (e.g., hand delivered, Dropbox, email). New response items were developed for other text responses for survey item 7 and recoded into existing response items as appropriate. Participants were also offered the option to select all answer choices that applied. The vast majority of participants (68%;  $n = 460$ ) reported having supervision experiences in which they hand delivered paperwork, (55%;  $n = 374$ ) have used a university email, (11%;  $n = 71$ ) have used a private email, (9%;  $n = 61$ ) have mailed paperwork using a postal service, (1% or less) have used a university server, fax, or a USB/CD/DVD.

When examining the software programs used, 21 programs were identified by participants. Roughly 62% of participants ( $n = 415$ ) indicated not having used any software programs, 30% of participants ( $n = 200$ ) used one software program, 7% of participants ( $n = 47$ ) used 2 programs, and 1% of participants ( $n = 11$ ) used 3 or more programs during their experiences in university supervision. The most popular programs used were as follows: (22%;  $n = 149$ ) BlackBoard, (10%;  $n = 70$ ), Dropbox, (4%;  $n = 29$ ), Googledocs, (3%;  $n = 19$ ) Live Text, (2%;  $n = 14$ ) Canvas, (1%, respectively) indicated Box and Moodle; 1% or less indicated the remaining 14 software programs listed in Table 18.

Table 18

*Frequency: RQ 1 Methods for Sharing Supervision  
Paperwork*

<i>Form of Technology</i>	<i>N</i>	<i>Percent</i>
Hand.Delivered	460	68.35
University.Email	374	55.57
Black.Board	149	22.14
Private.Email	71	10.55
DropBox	70	10.40
Snail.Mail	61	9.06
GoogleDocs	29	4.31
Live.Text	19	2.82
Canvas	14	2.08
Box	8	1.19
Moodle	8	1.19
University.Server	8	1.19
TK20	7	1.04
WebCT	5	0.74
Desire2Learn	4	0.59
ChalkandWire	3	0.45
Fax	3	0.45
None	3	0.45
Citrix.ShareFile	2	0.30
LearningSpace	2	0.30
Qualtrics	2	0.30
Sakai	2	0.30
USB.CD.DVD	2	0.30
BackupGenie	1	0.15
JustCloud	1	0.15
Morpheus	1	0.15
Adobe.Connect	1	0.15
Titanium	1	0.15
Typhon	1	0.15
Missing	4	0.59

### **Training on Software**

Each case was individually examined across items 5-7 and item 8 to identify the degree of training participants received (of any kind) on the software programs participants used during their university supervision experiences at their current university. Items 5-7 are described above, and item 8 was an open response item than

asked participants to list all software programs they used in supervision in which they have received training. Only 5% of participants ( $n = 32$ ) receive some form of training on all the software specified for use under items 5-7, 8% or 50 participants received training on some but not all programs listed, 42% or 274 participants did not receive any training, 45% or 291 participants did not use any technology in supervision as indicated across items 5-7, and 26 cases were missing. Thus, of the participants ( $n = 356$ ) that used web conferencing software, software to transfer recorded sessions, or software to transfer paperwork, only 9% ( $n = 32$ ) received training on all software specified, 14% ( $n = 50$ ) received training on some, and 77% ( $n = 274$ ) received no training.

### **Training on HIPAA, FERPA, ACA Code of Ethics**

Item 9 of the survey requested information on the types of training participants received regarding the technology used in supervision in the areas of HIPAA, FERPA, and the ACA Code of Ethics. The response items (university training, another entity, self training, none, prefer not to respond, and I did not use technology in supervision) allowed participants to select all response that apply. After conducting the data cleaning procedures indicated in chapter 3, individual frequency reports were generated for the training received in the areas of HIPAA, FERPA, and ACA Code of Ethics.

Regarding training on HIPAA compliance 42% of participants ( $n = 284$ ) received training from their university (e.g., supervisor, class), 22% of participants ( $n = 147$ ) received training outside of their university (e.g., workshop, conference, seminar), 30% of participants ( $n = 205$ ) received self training, 14% of participants ( $n = 96$ ) received no training, 1% of participants ( $n = 6$ ) preferred not to say, and 15% of participants ( $n = 100$ ) did not use technology in supervision. Of the participants that received training ( $n = 491$ ),

76% ( $n = 372$ ) received one of the three forms of training, 19% ( $n = 93$ ) received two of the forms of training, and 5% ( $n = 26$ ) received all three forms of training.

For training on FERPA compliance 42% of participants ( $n = 280$ ) received training from their university (e.g., supervisor, class), 14% ( $n = 94$ ) received training outside of their university (e.g., workshop, conference, seminar), 25% ( $n = 166$ ) received self training, 21% ( $n = 143$ ) received no training, 1% ( $n = 8$ ) preferred not to say, and 15% ( $n = 99$ ) did not use technology in supervision. Of the participants that received training ( $n = 444$ ), 81% ( $n = 360$ ) received one of the three forms of training, 16% ( $n = 72$ ) received two of the forms of training, and 3% ( $n = 12$ ) received all three forms of training.

Last, regarding training on the ACA Code of Ethics, 54% of participants ( $n = 363$ ) received training from their university (e.g., supervisor, class), 22% of participants ( $n = 143$ ) received training outside of their university (e.g., workshop, conference, seminar), 38% ( $n = 253$ ) received self training, 7% ( $n = 49$ ) received no training, less than 1% ( $n = 3$ ) preferred not to say, and 14% ( $n = 97$ ) did not use technology in supervision. For the participants that received training ( $n = 546$ ), 71% ( $n = 389$ ) received one of the three forms of training, 18% ( $n = 101$ ) received two of the forms of training, and 10% ( $n = 56$ ) received all three forms of training.

Table 19

*Frequency: RQ 1 HIPAA, FERPA, ACA Code of Ethics Training*

<i>Standard</i>	<i>Type of Training</i>	<i>N</i>	<i>Percent</i>
HIPAA	University	284	42.20
	Other	147	21.84
	Self	205	30.46
	None	96	14.26
	Prefer Not Say	6	0.89
	Technology Not Used	100	14.86
FERPA	University	280	41.60
	Other	94	13.97
	Self	166	24.67
	None	143	21.25
	Prefer Not Say	8	1.19
	Technology Not Used	99	14.71
ACA	University	363	53.94
	Other	143	21.25
	Self	253	37.59
	None	49	7.28
	Prefer Not Say	3	0.45
	Technology Not Used	97	14.41

### **Perception of HIPAA, FERPA, ACA Code of Ethics Compliance.**

Last, on item 10 of the survey, participants were asked indicate how frequently they used technology in supervision within HIPAA, FERPA, and ACA Code of Ethics compliance. Response items included *never*, *rarely*, *some of the time*, *most of the time*, *always*, *I don't know*, *prefer not say*, and *I did not use technology in supervision*. To explain the results a frequency distribution (Table 20) and descriptive statistics for the Likert scaled items (Table 21) were provided.

Regarding perceptions of HIPAA compliance 7% ( $n = 46$ ) indicated *never*, 6% ( $n = 44$ ) indicated *rarely*, 7% ( $n = 48$ ) indicated *some of the time*, 17% ( $n = 115$ ) indicated *most of the time*, 34% ( $n = 231$ ) indicated *always*, 9% ( $n = 58$ ) *I don't know*, less than 1% ( $n = 5$ ) *preferred not to say*, and 19% ( $n = 126$ ) indicated not having used technology in

supervision. For participants that responded to the Likert items ( $n = 484$ ), the average score was a 3.91 ( $SD = 1.34$ ).

For participant perceptions of FERPA compliance 9% ( $n = 62$ ) indicated *never*, 6% ( $n = 43$ ) indicated *rarely*, 6% ( $n = 39$ ) indicated *some of the time*, 13% ( $n = 88$ ) indicated *most of the time*, 33% ( $n = 235$ ) indicated *always*, 12% ( $n = 83$ ) *I don't know*, less than 1% ( $n = 5$ ) *preferred not to say*, and 19% ( $n = 128$ ) indicated not having used technology in supervision. Regarding the participants that responded to the Likert items ( $n = 457$ ), the average score was a 3.81 ( $SD = 1.46$ ). Frequency and mean scores for perceptions of HIPAA and FERPA compliance were very similar with the exception of a 4% increase (from HIPAA to FERPA perceptions) for participants that did not know if they were using technology in supervision within compliance when moving from HIPAA to FERPA.

Last, for participant perceptions of ACA Code of Ethics compliance 5% ( $n = 33$ ) indicated *never*, 4% ( $n = 30$ ) indicated *rarely*, 7% ( $n = 49$ ) indicated *some of the time*, 16% ( $n = 106$ ) indicated *most of the time*, 41% ( $n = 278$ ) indicated *always*, 8% ( $n = 53$ ) *I don't know*, less than 1% ( $n = 3$ ) *preferred not to say*, and 18% ( $n = 121$ ) indicated not having used technology in supervision. Regarding the participants that responded to the Likert items ( $n = 496$ ), the average score was a 4.14 ( $SD = 1.28$ ). Based upon observation of frequency distributions across the Likert items for HIPAA, FERPA, and ACA Code of Ethics compliance, participants most often reported a higher level of compliance in reference to the ACA Code of Ethics than for HIPAA and FERPA.

Table 20

*Frequency: RQ 1 HIPAA, FERPA, ACA Perceptions*

<i>Standard</i>	<i>Type of Training</i>	<i>N</i>	<i>Percent</i>
HIPAA	Never	46	6.84
	Rarely	44	6.54
	Some of the Time	48	7.13
	Most of the Time	115	17.09
	Always	231	34.32
	I don't Know	58	8.62
	Prefer Not Say	5	.74
	Did Not Use	126	18.72
FERPA	Never	62	9.21
	Rarely	43	6.39
	Some of the Time	39	5.79
	Most of the Time	88	13.08
	Always	235	33.43
	I don't Know	83	12.33
	Prefer Not Say	5	.74
	Did Not Use	128	19.02
ACA	Never	33	4.90
	Rarely	30	4.46
	Some of the Time	49	7.27
	Most of the Time	106	15.75
	Always	278	41.31
	I don't Know	53	7.88
	Prefer Not Say	3	.45
	Did Not Use	121	17.98

Table 21

*Descriptive Statistic: HIPAA, FERPA, ACA Code of Ethics Perceptions*

<i>Standard</i>		<i>Statistic</i>
HIPAA Perception	Mean	3.91
	Median	4
	Std. Deviation	1.34
	Minimum	1.00
	Maximum	5.00
	Range	4.00
	Std. Error Mean	.06
	Missing/NA/PrefNotSay	189
	Total	484
FERPA Perception	Mean	3.81
	Median	4
	Std. Deviation	1.46
	Minimum	1
	Maximum	5
	Range	4
	Std. Error Mean	.068
	Missing/NA/PrefNotSay	216
	Total	457
ACA Perception	Mean	4.14
	Median	5
	Std. Deviation	1.28
	Minimum	1
	Maximum	5
	Range	4
	Std. Error Mean	.054
	Missing/NA/PrefNotSay	177
	Total	496



## Research Question Two

What demographic variables (distance from university, work status, household income, children 18 and under) are related to participation in synchronous distance supervision?

H<sub>2</sub>: Distance from university, work status, household income, and children 18 and under will be significantly related to participation in synchronous distance supervision.

The purpose of RQ 2 was to identify the relationship between demographic characteristics (IVs). Of participant distance from their university (*within 50 miles* or *outside 50 miles*, dichotomous), annual income (interval), children 18 and under (interval), and hours worked per week (interval) with the DV supervision delivery methods (FtF, hybrid, distance, nominal). To test the null hypothesis, a multinomial regression was conducted with follow up procedures to assess if the data were additive in nature as well as to examine the data for curvilinearity.

### Descriptive Statistics

After removing 74 cases with missing values on at least one of the four IVs,  $N=416$  cases were available for analysis. Following the screening of outliers,  $N=412$  cases were utilized in the final model. A total of 248 individuals participated in FtF supervision, 119 participated in hybrid supervision, and 45 participated in distance supervision. Regarding the IVs, for location (dichotomous) 80% of participants ( $n=330$ ) lived within 50 miles of their university and 20% ( $n=82$ ) lived outside their university. The average income (interval) was \$51,456 ( $SD= \$36,005$ ). For children under 18, participants ranged between having 0 and 5 children age 18 and under. On average, participants had 0 to 1 children. Last, for work hours, participants worked in a paid

position on average 26 hours per week, but ranged between working 0 and 70 hours per work ( $SD = 17.92$ ).

Table 22

*RQ2 Descriptive Statistics*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>Std. Error</i>	<i>SD</i>
Delivery Method	412	2.00	.00	2.00	.	.	.
FtF	248	.	.	.	.	.	.
Hybrid	119	.	.	.	.	.	.
Distance	45	.	.	.	.	.	.
Location	412	1.00	.00	1.00	.	.	.
Within50	330	.	.	.	.	.	.
Outside50	82	.	.	.	.	.	.
Income	412	100K	5K	105K	51,456	1,773.87	36,005
Children18	412	4.00	.00	4.00	.4223	.04199	.85224
WorkHours	412	70.00	.00	70.00	26.3641	.88273	17.91745
Valid N	412	.	.	.	.	.	.

**Data Assumptions**

Prior to interpreting parameter estimates, a number of assumptions were examined: independence of observation, model specification (appropriate variables are included in the model), and colinearity (no correlations greater than .80). Next, while conducting procedures for hypothesis testing, influential cases, variables are additive in nature (no interaction effects), and linearity on the logit (no curvilinear effects) were also assessed.

Independence of observation was asserted to be met, and the researcher took precautions to protect against individuals being represented in more than one of the three nominal groups for the DV. Model specification was asserted to be met, and each of the four IVs were theoretically selected for inclusion in analysis based upon a review of the

literature. As can also be observed from Table 23, the interval IVs shared small and moderate significant correlations  $p < .01$ . The assumption of colinearity was assessed and determined to be passed considering there were no highly correlated variables at  $r > .80$ .

Table 23

*Correlations: RQ2 for Income, Children18, and WorkHours*

		Income	Children18	Work Hours
Income	Pearson Correlation	1	** .307	.408
	Sig. (2-tailed)		.000	.000
	N	412	412	412
Children18	Pearson Correlation	** .307	1	* .121
	Sig. (2-tailed)	.000		.014
	N	412	412	412
WorkHours	Pearson Correlation	** .408	* .121	1
	Sig. (2-tailed)	.000	.014	
	N	412	412	412

Note: \*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

The multinomial regression model consisted of a DV with three levels (FtF, hybrid, distance) and four IVs (location, income, children 18 and under, work hours) that were entered via forced entry with FtF as the reference group for the DV and within 50 miles as the reference group for the dichotomous IV, location. Once significant simple effects were identified, interaction terms were added to the model to assess if the data were additive in nature (Osborne, 2015). DfBetas were also generated for the model with simple effects and the model with interaction effects to identify influential cases for data cleaning (Osborne, 2015).

As illustrated in Table 24, the -2 Log Likelihood ratio and variance covered by the model improved after each data cleaning effort as well as when interaction terms were entered into the model. DfBetas were generated by first dummy coding two new DVs ( $0=FtF$ ,  $1=hybrid$ ) and ( $0=FtF$ ,  $1=distance$ ), and then by conducting two separate logistics regressions with the simple terms included in the model. The DfBetas were examined for extreme outliers and 4 cases were removed when cleaned at the .5th and 95.5th percentiles on both the DfBeta constant for each logistic regression model. The model with simple effects (location, income, children18, workhours) was statistically significant before  $\chi^2(8) = 70.81$ ,  $p < .001$  and after data cleaning,  $\chi^2(8) = 73.54$ ,  $p < .001$ . The model fit improved by 2.75 and the variance improved by 1%. Considering significant simple effects were identified, interaction terms (location\*Zincome, location\*Zchildren18, location\*Zwork hours, Zincome\*Zchildren18, Zincome\*Zwork hours, Zchildren18\*Zworkhours) were added to the model. DfBetas were regenerated for the new model utilizing the same procedures as above except with the interaction effects added to each logistic regression model. DfBeta constants were once again examined via a frequency distribution and cleaned at .5th and 99.5th percentile, four cases were removed. After data cleaning the overall model fit improved by 14.50 compared to the cleaned model with only simple terms and the model was statistically significant  $\chi^2(20) = 87.04$ ,  $p < .001$ . Furthermore, both the Pearson and Deviance Goodness-of-Fit tests were passed,  $p > .05$ . In the final model both simple and interaction effects were identified, thus indicating that parameter estimates could be interpreted. However, prior to interpreting the simple and interactions effects for the final model, the assumption of linearity on the

logit was examined via a Box-Tidwell transformation and computation of quadratic terms.

Table 24

*Model Fit and Data Cleaning*

Model Fit Specifications	N	DfBeta cleaning	R <sup>2</sup> Nagelkerke	Chi-Square	df	Sig.
Simple effects prior to data cleaning	416	none	18.6%	70.81	8	.001
Simple effects after data cleaning	412	.5th and 99.5th percentile	19.5%	73.540	8	.001
Simple and interaction effects prior to data cleaning	416	none	21.8%	83.988	20	.001
Simple and interaction effects after data cleaning	412	.5th and 99.5th percentile	22.8%	87.035	20	.001

Table 25

*Model Fit for Cleaned Simple and Interactions Term*

Model	Model Fitting Criteria			
	Likelihood Ratio Tests			
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	586.178			
Final	499.142	87.035	20	.001

To assess linearity with the Box-Tidwell transformation, each simple and interaction term included in the model (location, Zincome, Zchildren18, Zworkhours, location\*Zincome, location\*Zchildren18, location\*Zwork hours, Zincome\*Zchildren18,

Zincome\*Zwork hours, Zchildren18\*Zworkhours) was transformed via the Box-Tidwell calculation. Each transformation was entered into the model after the simple and interaction terms via forced entry. No significant Box-Tidwell transformation were identified at  $p < .05$  when viewing parameter estimates. To further assess linearity, Osborne (2015) recommends testing quadratic and cubic effects for each term in the model. In addition to each simple and interaction terms, a quadratic term was generated for all combinations of variables in the model and added to the model after the simple and interaction terms (Locationnosparc2, ZIncome2, ZChildren18nUnder2, ZWorkHours2, LocationxZIncome2, LocationxZchildren18n2, LocationxZworkhours2, ZincomexZchildren2, Zincome2xZchildren, Zincome2xZchildren2, ZincomexZworkhours2, Zincome2xZworkhours, Zincome2xZworkhours2, Zchildren18xZworkhours2, Zchildren182xZworkhours, Zchildren182xZworkhours2). There were no significant quadratic transformations at  $p < .05$  when viewing parameter estimates. Considering no quadratic terms were significant, cubic effects were not assessed and parameter estimates were interpreted for the original model with the simple and interaction terms.

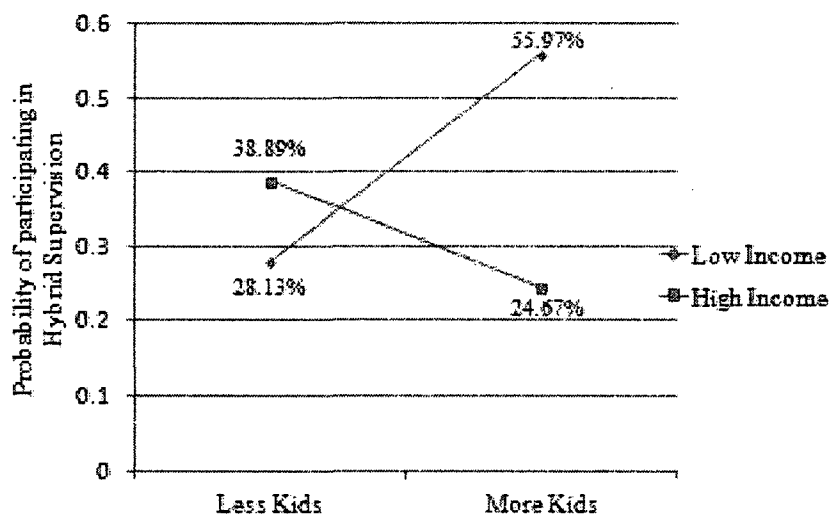
### **Hypothesis Testing**

As indicated in Figure 1, when viewing FtF as the reference group and the odds of utilizing hybrid supervision there was a significant interaction effect between income and children 18 and under,  $p < .05$ . For the ease of interpretation of interaction effects (Osborne, 2015), conditional probabilities were calculated at -1 and 1 standard deviations from the mean to plot the conditional probabilities for the Z-scored terms income and children 18 and under. When viewing participants with a high income (1SD above the

mean or making \$87,461) as they move from having fewer children 18 and under (-1 SD below the mean or no children) to more children 18 and under (1 SD above the mean or between 1 and 2 children), the conditional probability of utilizing hybrid supervision decreased by 14.22%. In contrast, when viewing participants with low income (-1 SD below the mean or making \$15451) as they move from having fewer children 18 and under (-1 SD below the mean or no children) to more children 18 and under (1 SD above the mean or between 1 and 2 children), the conditional probability of utilizing hybrid supervision increased by 27.83%. Thus, prior to having children, individuals with high income are 10% more likely to utilize hybrid supervision than low-income individuals, whereas after having between 1 and 2 children individuals with low income are 31% more likely to utilize hybrid supervision than those with a high income. The reported odds ratio for the interaction term was .631.

Figure 1

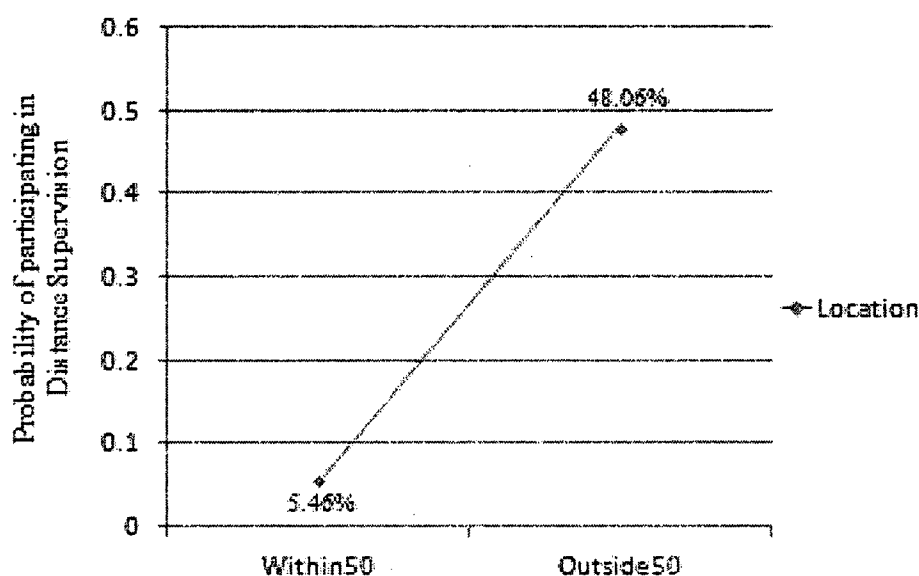
*Conditional Probabilities Plot: Interaction Between Income and Children 18 and Under*



When examining the odds of participating in distance supervision with FtF supervision as the reference group, two significant simple effects were observed for location ( $p < .001$ ) and children 18 and under ( $p < .05$ ). As observed in Figure 2, when moving from location= 0 (when participants live within 50 miles of their university) to location= 1 (when participants live outside of 50 miles from their university), participants are 42.60% more likely to participate in distance supervision. In other words, when the odds ratio is explained in terms of a relative risk calculation (Osborne, 2015), participants are 8.80 times more likely to participate in distance supervision when living at least 50 miles away from their university as compared to when participants live within a 50 mile radius with an odds ratio of 16.01.

Figure 2

*Conditional Probability Plot: Location and Distance Supervision*



Last, when examining the odds of participants moving from FtF supervision to distance supervision, children 18 and under was significantly related to delivery method  $p < .05$ . Figure 3 illustrates that when moving from fewer children 18 and under to more



children 18 and under the probability of participating in distance supervision as compared to FtF supervision increases. When following the regression line from left to right, participants are 3.7% more likely to participate in distance supervision when moving from having no children 18 and under to having 1 child 18 and under. When moving from 0-2 children 18 and under participants are almost 10% more likely to participate in supervision. As can be observed in the conditional probabilities table supplied below, the percentage of being more likely to participate in distance supervision continues to increase as participants have more children 18 and under (Figure 3). The odds of a participant participating in distance supervision with 1 kid 18 and under is 1.75 (odds ratio) that of a participant with no children 18 and under, 95% CI [1.04, 2.96]. More precisely, when converted to a relative risk statistic, participants with 1 kid 18 and under are 1.68 times more likely to participate in distance supervision than those who have no children 18 and under.

Although significant simple effects were identified (location and children under 18) for the use of distance supervision, the null hypothesis that location, income, children under 18, and work hours would not be significantly related to distance supervision could not be rejected in full.

Figure 3

*Conditional Probabilities Plot: Children 18 and under and Distance Supervision*

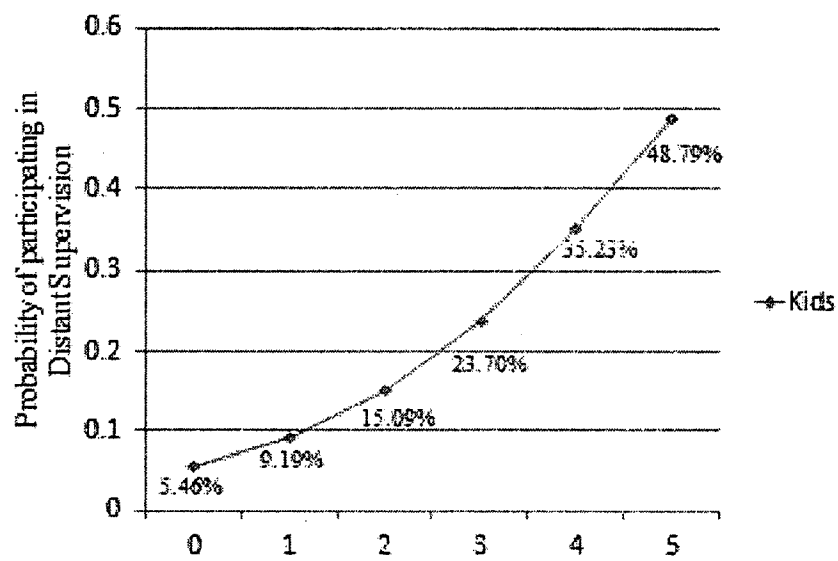


Table 26

*Parameter Estimates for Delivery Method*

<i>FtF.Hybrid.Dist100</i>	<i>B</i>	<i>Std. Error</i>	<i>Wald</i>	<i>df</i>	<i>Sig.</i>	<i>Exp(B)</i>	<i>95% CI</i>
Intercept	-.567	.139	16.550	1	.000		
Location	-.352	.370	.902	1	.342	.703	.340 1.454
ZIncome	-.217	.149	2.143	1	.143	.805	.601 1.076
ZChildren18	.128	.166	.597	1	.440	1.137	.821 1.574
ZWorkHour	.134	.142	.894	1	.344	1.143	.866 1.509
Hybrid Location_ZIncome	.880	.451	3.802	1	.051	2.410	.995 5.835
Location_ZChildren18	-.110	.350	.099	1	.754	.896	.451 1.780
Location_ZWorkHours	-.636	.428	2.208	1	.137	.529	.229 1.225
ZIncome_Children18	-.461	.179	6.655	1	.010	.631	.445 .895
ZIncome_WorkHours	-.010	.130	.006	1	.940	.990	.768 1.277
ZChildren18_ZWorkHours	.134	.150	.804	1	.370	1.144	.853 1.534
Intercept	2.851	.336	71.814	1	.000		
Location	2.773	.415	44.624	1	.000	16.014	7.097 36.133
ZIncome	.095	.341	.077	1	.781	1.099	.563 2.144
ZChildren18nUnder	.561	.268	4.376	1	.036	1.752	1.036 2.962
ZWorkHour	-.232	.342	.460	1	.498	.793	.406 1.550
Dist. Location_ZIncome	.514	.488	1.110	1	.292	1.672	.643 4.351
Location_ZChildren18	-.453	.351	1.663	1	.197	.636	.320 1.265
Location_ZWorkHours	-.258	.462	.312	1	.576	.772	.312 1.910
ZIncome_Children18	-.287	.193	2.214	1	.137	.750	.514 1.095
ZIncome_WorkHours	-.025	.224	.013	1	.910	.975	.628 1.514
ZChildren18_ZWorkHours	.309	.180	2.948	1	.086	1.362	.957 1.938

Note: The reference category is: FtF.

### Research Question Three

Controlling for previous experience as a participant in distance supervision, is there a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance?

H<sub>3</sub>: Controlling for previous experience using technology in distance supervision, there will not be a significant relationship between synchronous supervision delivery method groups (distance supervision, FtF supervision, and hybrid supervision) and supervisory working alliance.

The purpose of RQ 3 was to examine the relationship between delivery method groups (FtF, hybrid, distance, nominal IV) in supervision and SWA (interval DV) while testing the null hypothesis. An ANCOVA was utilized to address the hypothesis while also conducting an ANOVA in response to assumption checking for the covariate (distance supervision experience, interval). To further explore the rejection of the null, a supplementary model was built in an attempt to account for additional variance in the model: supervision delivery method, supervisory role (supervisor or supervisee), supervision format (individual/triadic or group), supervision course level (practicum or internship), and gender (female, male, other). Both an ANCOVA and ANOVA were conducted for the supplementary model to maintain consistency with the procedures utilized to test the hypothesis. Last, as a follow up test, an additional ANCOVA and ANOVA that included all combinations of two-way interactions was conducted.

## Descriptive Statistics

Pertaining to descriptive statistics, 490 cases were available for analysis.

Following the identification and removal of 6 extreme outliers  $< -3.5 SD$  from the mean, 484 cases were utilized in the final model. A total of 294 individuals participated in FtF supervision,  $n = 139$  participated in hybrid supervision, and 51 participated in distance supervision. Participant mean scores for SWA across delivery methods groups were ( $M = 68.71$ ,  $SD = 9.14$ ) for FtF, ( $M = 69.92$ ,  $SD = 7.62$ ) for hybrid, and ( $M = 70.84$ ,  $SD = 10.03$ ) for distance. Participant mean scores were also similar across supervisory role, ( $M = 68.97$ ,  $SD = 6.75$ ) for supervisors and ( $M = 69.47$ ,  $SD = 9.91$ ) for supervisees. For delivery format there was a larger range between mean scores, ( $M = 70.60$ ,  $SD = 8.41$ ) for individual/triadic supervision and ( $M = 67.84$ ,  $SD = 9.11$ ) for group supervision. Participants' mean scores for SWA across supervision course level were ( $M = 69.63$ ,  $SD = 8.81$ ) for practicum and ( $M = 68.77$ ,  $SD = 8.91$ ) for internship. Regarding participant scores by demographic characteristics, female ( $M = 69.30$ ,  $SD = 9.24$ ) and male ( $M = 69.61$ ,  $SD = 7.47$ ), mean scores appeared relatively similar for SWA.

Table 27

*Descriptive Statistics RQ 3*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>Std. Error</i>	<i>SD</i>
<u><i>SWA by Delivery Method</i></u>							
FtF	294	46	38	84	68.71	.53	9.14
Hybrid	139	49	35	84	69.92	.65	7.62
Distance	51	40	44	84	70.84	1.40	10.03
Total	484	49	35	84	69.28	.40	8.85
<u><i>SWA by Supervisory Role</i></u>							
Supervisor	182	40	43	83	68.97	.50	6.75
Supervisee	302	49	35	84	69.47	.57	9.91
<u><i>SWA by Delivery Format</i></u>							
Individual/ triadic	252	49	35	84	70.60	.53	8.41
Group	232	46	38	84	67.84	.60	9.11
<u><i>SWA by Course Level</i></u>							
Practicum	291	49	35	84	69.63	.52	8.81
Internship	193	40	44	84	68.77	.64	8.91
<u><i>SWA by Gender</i></u>							
Female	369	49	35	84	69.30	.48	9.24
Male	101	46	38	84	69.61	.74	7.47
Other	2	14	62	76	69.00	7.00	9.90
Missing	12	.	.	.	.	.	.
<u><i>Distance Supervision Experience</i></u>							
.	484	174	0	174	7.25	1.09	23.92

Last, in reference to experience in distance supervision as measured in months, participants ranged from 0 to 174 months of experience with an average of 7.25 months of experience. However, as can be observed in the below frequency distribution, 74% of participants had no experience in distance supervision, 16 % had roughly 1 year's worth of experience, and 10 % had over 1 year's worth of distance supervision experience.

Table 28

*Frequency: RQ 3Distance Supervision Experience in Months*

Months	Frequency	Percent	Valid Percent	Cumulative Percent
.00	356	73.6	73.6	73.6
1.00	6	1.2	1.2	74.8
2.00	2	.4	.4	75.2
3.00	17	3.5	3.5	78.7
4.00	15	3.1	3.1	81.8
5.00	6	1.2	1.2	83.1
6.00	10	2.1	2.1	85.1
7.00	3	.6	.6	85.7
8.00	1	.2	.2	86.0
9.00	2	.4	.4	86.4
10.00	1	.2	.2	86.6
12.00	16	3.3	3.3	89.9
13.50	1	.2	.2	90.1
16.00	1	.2	.2	90.3
18.00	4	.8	.8	91.1
19.00	1	.2	.2	91.3
24.00	5	1.0	1.0	92.4
27.00	3	.6	.6	93.0
29.00	2	.4	.4	93.4
30.00	3	.6	.6	94.0
31.00	1	.2	.2	94.2
36.00	1	.2	.2	94.4
39.00	1	.2	.2	94.6
48.00	4	.8	.8	95.5
52.00	1	.2	.2	95.7
54.00	1	.2	.2	95.9
60.00	5	1.0	1.0	96.9
66.00	1	.2	.2	97.1
84.00	1	.2	.2	97.3
90.00	1	.2	.2	97.5
96.00	1	.2	.2	97.7
101.00	1	.2	.2	97.9
120.00	2	.4	.4	98.3

---

124.00	2	.4	.4	98.8
144.00	1	.2	.2	99.0
147.00	1	.2	.2	99.2
150.00	1	.2	.2	99.4
168.00	2	.4	.4	99.8
174.00	1	.2	.2	100.0
Total	484	100.0	100.0	

---

### Data Assumptions

In addition to assessing that the appropriate variables were in the model and that the variables in the model fit the criteria for use of an ANCOVA procedure, the assumptions of independence of groups, no extreme outliers, normality across groups, homogeneity of variance (Levene's and F-Hartley test), homogeneity of regression slope, and independence of covariate across groups were assessed. The assumption of independence of groups was asserted to be met considering the researcher took precautions to make sure participants did not take the survey more than once. Therefore, it is unlikely that participants were represented in more than one group. To identify potential outliers, a frequency distribution on the standardized values of SWA was generated to examine outliers  $\pm 3$  *SD* from the mean. The researcher decided to conservatively screen outliers in an effort to maintain as many participants as possible in the analysis while only removing extreme cases  $< -3.5$  *SD*,  $N = 6$ .

Normality was assessed via observation of histograms, skew and kurtosis, and the Shapiro-Wilks test of normality across delivery method groups. The Shapiro-Wilks test of normality was significant at  $p < .001$  for all three groups. As observed when viewing each of the below histograms, the data in all three groups appear to be approaching normality with a slight negative skew, FtF (skewness =  $-.96$ ), hybrid (skewness =  $-.98$ ),



distance (skewness = -1.01). A number of transformations (inverse, reflect and Log10, reflect and SQRT) were attempted and the Shapiro-Wilks test was re-run for each transformation. All transformation produced a significant value at  $p < .05$  for one or more of the three delivery method groups. Field (2009) recommends that central limits theorem can be argued for larger data sets with 30 cases or more per sub group. As can be visually observed from the distribution curve on the below histograms, the data are approximately normally distributed across all three groups. Central limits theorem argues that for samples containing more than 30 cases per group, the sample distribution will "tend to be normal regardless of the population distribution" (p.134).

The assumption of homogeneity of variance was initially assessed by the Leven's Test and failed  $F(2, 481) = 3.575$   $p = .02$ ; however, Field (2009) explains the Leven's Test can be sensitive to large sample sizes (considering there is more power for the analysis) and the F-Hartley Test may be used to further assess homogeneity of variance. The F-Harley test is calculated by dividing the group with the highest variance (distance, 100.535) by the group with the lowest variance (hybrid, 58.175). Next, the product (1.73) is compared to the F-Hartley's critical value (2.5-3.0) for three variances and a sample of 60 or more). Considering 1.73 is less than the critical value, the assumption of homogeneity of variance was met.

The final two assumptions to be tested pertained to the use of a covariate in the model. First, the assumption of homogeneity of regression slope was met. When an interaction term for delivery group and distance supervision experience was added to the linear model, the interaction term was not statistically significant,  $F(2, 478) = .473$ ,  $p > .05$ . Regarding independence of the covariate across treatment groups, an ANOVA was

conducted with distance supervision experience as the dependent variable,  $F(2, 481) = 6.504, p < .05$ , and the assumption was not met.

The assumption of independence is primarily discussed in the context of experimental designs and random assignment (e.g., Field, 2009). Within an experimental design when a covariate differences across treatments it is indicative that random assignment was not conducted, random assignment was not successful (Field, 2009), or that the treatment may have had an unanticipated effect on the covariate (in such cases when the covariate was measured after the treatment). In the current study, a non-experimental approach was followed without random assignment and as a result the design did not assume that the covariate would be the same across groups. Often the appropriate decision regarding what statistical procedures to conduct (e.g., ANCOVA or ANOVA) requires information outside of just the statistics (Heckman, 1989).

For the current sample, it was logically expected that individuals using distance supervision would have more months of experience using distance supervision than those in FtF or hybrid supervision (FtF,  $M = 5.05, SD = 21.89$ ; hybrid,  $M = 7.98, SD = 24.58$ ; and distance,  $M = 17.9, SD = 30.12$ ). If the covariate were removed from the analysis, any relationship between SWA and the covariate across groups would be left unaccounted for in the model. On the other hand, by including the covariate in the analysis, Field (2009) argued that the covariate would share variance with the grouping variable and reduce the statistical effect of the grouping variable on the covariate. Considering the null hypothesis is that there would be a statistically significant relationship between SWA and delivery method, extra caution was taken to avoid both Type I error (rejecting the null when it is in fact true) and Type II error (accepting the null when it is in fact false). The

full null hypothesis was tested with the use of an ANCOVA while also running an additional ANOVA without the covariate.

### Hypothesis Testing

With the covariate included in the linear model, delivery method was not significantly related to SWA while covarying for distance supervision experience,  $F(2, 480) = 1.518, p > .05$  with an observed power of .37 for the model.

Table 29

*ANCOVA: Tests of Between-Subjects Effects for SWA and Delivery Method*

Source	SS	df	$M^2$	F	p	Partial $\eta^2$	Observed Power <sup>b</sup>
Corrected Model	330.04 <sup>a</sup>	3	110.01	1.41	.240	.009	.374
Intercept	1294323.94	1	1294323.94	16561.08	.000	.972	1.000
Dist.Sup. Experience	53.12	1	53.12	.68	.410	.001	.130
Delivery Method	237.29	2	118.65	1.52	.220	.006	.323
Error	37514.18	480	78.16				
Total	2361113.00	484					
Corrected Total	37844.221	483					

Note: R Squared = .009 (Adjusted R Squared = .003), b. Computed using alpha = .05

With the covariate removed from the model, delivery method was also not significantly related to SWA,  $F(2, 481) = 1.773, p > .05$ , with an observed power of .37 for the model. The null hypothesis was rejected both with and without the covariate included in the model.

Table 30

*ANOVA: Tests of Between-Subjects Effects for SWA and Delivery Method*

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>M<sup>2</sup></i>	<i>F</i>	<i>p</i>	<i>Partial <math>\eta^2</math></i>	<i>Observed Power<sup>b</sup></i>
Corrected Model	276.92 <sup>a</sup>	2	138.46	1.78	.171	.007	.371
Intercept	1452805.22	1	1452805.22	18601.27	.000	.975	1.000
Delivery Method	276.92	2	138.46	1.77	.171	.007	.371
Error	37567.30	481	78.10				
Total	2361113.00	484					
Corrected Total	37844.22	483					

Note: R Squared = .007 (Adjusted R Squared = .003) , b. Computed using alpha = .05

Considering the amount of variance ( $R^2$ ) accounted for by either model was less than 1%, it is likely that there were other confounding variables not included in the model. With an understanding that a non-experimental design was used and conditions across groups could not be held constant based upon the nature of the design, additional data were also collected on variables such as hours participating in supervision (interval), supervision format (individual/triadic or group), supervision course level (practicum or internship), supervisory role (supervisor or supervisee) and demographic characteristics such as age (interval) and gender (female, male, or other). In an effort to further explore the rejection of the null hypothesis, a model that accounts for additional variance was built by assessing potentially confounding variables for a new model.

### **Supplementary Model**

To assess interval variables for inclusion as covariates, individual Pearson correlations were conducted between SWA and supervision hours, and SWA and age.

Neither correlation was statistically significant at  $p < .05$ . The correlations were repeated after splitting cases by delivery method groups and no significant correlations were identified within any of the three groups for either variable; thus, indicating that hours in supervision and age are not appropriate as covariates for the model. Next, the four grouping variables were individually assessed by adding them into the original model. All four variables improved the variance of the model and were next entered into the model at the same time with delivery method.

**Data assumptions.** To be congruent with the tests conducted for the original hypothesis, both an ANCOVA with distance supervision experience as the covariate and an ANOVA with no covariate were conducted. Prior to conducting the ANCOVA, normality was assessed via the examination of histograms and statistics for skew and kurtosis for each subgroup of all five factors. Although the Shapiro-Wilks tests were all significant at  $p < .05$ , after visual examination of the histograms the data were observed to be slightly negatively skewed while approaching normality for all subgroups, and central limits theorem was argued on the same principals as applied to the original model used to test the hypothesis above. Regarding homogeneity of variance the Leven's test was statistically significant  $p < .05$ ; however, once again when homogeneity of variance was assessed via the F-Hartley Test, the critical values for each of the five factors in the sample were less than the critical values indicated on the F-Hartley table of critical values (Field, 2009). Regarding homogeneity of regression slope, interaction terms were generated for each simple term and the covariate and then entered into the model. The assumption of homogeneity of regression slope was met considering no interactions between the covariate and any of the simple terms were statistically significant at  $p < .05$ .

Last, independence of the covariate across treatment groups was failed for at least one of the factors. Although the ANCOVA was conducted anyway, the covariate was also removed from the analysis and an ANOVA was conducted to avoid Type I and II errors.

**Simple effects.** When testing simple effects for the both the ANCOVA and ANOVA, SWA was not significantly related to delivery method with supervisory role, supervision format, supervision course level, and gender as factors in the model,  $F(2,463)=.913, p> .05$ ,  $F(2,464)=1.243, p> .05$ , respectively. Thus, further supporting the rejection of the null hypothesis. However, for both the ANCOVA and ANOVA a significant simple effect for SWA and supervision format was identified,  $F(1,463)=16.838, p< .001$  (Partial  $\eta^2=.035$ ),  $F(1,464)=16.853, p< .05$  (Partial  $\eta^2=.035$ ), respectively. Participants in individual/triadic supervision had a significantly larger mean score on SWA ( $M= 70.60, SD= 8.41$ ) than participants in group supervision ( $M= 67.84, SD= 9.11$ ). For both the ANCOVA and ANOVA a significant simple effect for SWA and supervision course level was also identified,  $F(1,463)= 5.350, p< .05$  (Partial  $\eta^2=.011$ ),  $F(1,464)= 5.4390, p< .05$  (Partial  $\eta^2=.012$ ), respectively. Participants in practicum had a significantly higher mean score on SWA ( $M= 69.63, SD= 8.81$ ) than participants in practicum ( $M= 68.77, SD= 8.91$ ). It should be noted however that effect sizes were very small, thus indicating that, although there was a significant difference between mean scores, the difference was small in magnitude (not very meaningful).

Table 31

*Between-Subjects Factors: RQ 3*  
*Supplementary Model*

<i>Factor</i>	<i>Value</i>		<i>N</i>
		<i>Label</i>	
Delivery Format	.00	FtF	284
	1.00	Hybrid	137
	2.00	Distance	51
Sup.Role	.00	supervisor	174
	1.00	supervisee	298
Sup.Format.	.00	Individual	248
	1.00	Group	224
Sup.Course level	.00	internship	281
	1.00	practicum	191
Gender	0.00	Female	369
	1.00	Male	101
	2.00	Other	2

Table 32

*ANCOVA Tests of Between-Subjects Effects: RQ 3 Supplemental Model*

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>M<sup>2</sup></i>	<i>F</i>	<i>p</i>	<i>Partial η<sup>2</sup></i>	<i>Observed Power<sup>b</sup></i>
Corrected Model	1744.09 <sup>a</sup>	8	218.012	2.854	.004	.047	.947
Intercept	79806.13	1	79806.133	1044.818	.000	.693	1.000
Delivery method	139.55	2	69.775	.913	.402	.004	.208
Sup.Role	33.17	1	33.175	.434	.510	.001	.101
Sup.Format.	1286.15	1	1286.150	16.838	.000	.035	.984
Sup Course Level	408.63	1	408.632	5.350	.021	.011	.636
Gender	20.49	2	10.246	.134	.875	.001	.071
Dist.Sup. Experience	74.32	1	74.322	.973	.324	.002	.166
Error	35365.23	463	76.383				
Total	2308100.00	472					
Corrected Total	37109.322	471					

Note: R Squared = .047 (Adjusted R Squared = .031), b. Computed using alpha = .05



Table 33

*ANOVA Tests of Between-Subjects Effects: RQ 3 Supplemental Model*

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>M<sup>2</sup></i>	<i>F</i>	<i>p</i>	<i>Partial η<sup>2</sup></i>	<i>Observed Power<sup>b</sup></i>
Corrected Model	1669.77	7	238.53	3.123	.003	.045	.947
Intercept	81409.27	1	81409.27	1065.86	.000	.697	1.000
Delivery Method	189.80	2	94.90	1.243	.290	.005	.271
Sup.Role	11.84	1	11.84	.155	.694	.000	.068
Sup.Format	1287.22	1	1287.22	16.853	.000	.035	.984
Sup. Course Level	415.42	1	415.42	5.439	.020	.012	.643
Gender	25.43	2	12.71	.167	.847	.001	.076
Error	35439.54	464	76.37				
Total	2308100.00	472					
Corrected Total	37109.32	471					

Note: R Squared = .045 (Adjusted R Squared = .031), c. Computed using alpha = .05

**Interaction effects.** As a follow up analysis to further explore the significant simple effects identified, an ANCOVA and ANOVA were conducted by adding two-way interaction terms to the model (supervision delivery method, supervisory role, supervision format, supervision course level, gender, supervision delivery method\*supervisory role, supervision delivery method\*supervision format, supervision delivery method\*supervision course level, supervision delivery method\*gender, supervisory role\*supervision format, supervisory role\*supervision course level, supervisory role\*gender, supervision format\*supervision course level, supervision format\*gender, supervision course level\*gender). No significant two-way interaction effects were identified at  $p < .05$  for the ANCOVA or ANOVA.

As compared to the original ANOVA and ANCOVA models utilized to test the null hypothesis, the supplemental ANOVA and ANCOVA models only account for an additional 4% of the variance, which in reality is only a small improvement. However, two simple effects were identified for potentially confounding variables. After entering all potentially confounding variables into the model to further test the null hypothesis, the null hypothesis remained rejected.

#### **Research Question Four**

Controlling for previous experience as a participant in distance supervision, what combination of synchronous distance supervision delivery methods (video web-conferencing, audio web-conferencing, phone, real-time chat) are significantly associated with supervisory working alliance?

H<sub>4</sub>: Controlling for previous experience using synchronous technology in distance supervision, there will be a significant relationship between participants who used a combination of two or more synchronous delivery methods and supervisory working alliance as compared to participants who only used one synchronous delivery method.

The purpose of RQ 4 was to examine the relationship between the combination of synchronous distance supervision delivery methods (dichotomous IV for the subgroups 1 delivery method and more than 1 delivery method) and SWA(interval DV) while covarying for distance supervision experience. Only an ANCOVA was utilized to address the null hypothesis. Unlike RQ 3, both assumptions pertaining to the covariate were met. Next, to further explore the hypothesis, a supplementary model was built to account for additional variance and included the same factors assessed for use in RQ 3: supervisory

role (supervisor or supervisee), supervision format (individual/triadic or group), supervision course level (practicum or internship), and gender (female or male). For the supplementary model due to the violation of an assumption pertaining to the covariate, both an ANCOVA and ANOVA were conducted. Finally, as a follow up test, an additional ANCOVA and ANOVA that included all combinations of two-way interactions between factors was conducted.

### **Descriptive Statistics**

Regarding descriptive statistics, 52 cases were available for analysis. Following the identification and removal of 1 extreme outlier  $< -3.5 SD$  from the mean, 51 cases were utilized in the data analyses. For combination of synchronous distance supervision delivery methods, 35 participants used 1 delivery method in synchronous distance supervision and 16 used 2 or more synchronous delivery methods in distance supervision. Participant mean scores for SWA across combinations of delivery method groups were ( $M = 72.43$ ,  $SD = 8.01$ ) for 1 delivery method, and ( $M = 67.38$ ,  $SD = 13.07$ ) for 2 or more delivery methods. For supervisory role, mean SWA scores were 71.58, ( $SD = 4.52$ ,  $n = 12$ ) for supervisors and 70.62 ( $SD = 11.23$ ,  $n = 39$ ) for supervisees. For delivery format participant mean scores were 72.67 ( $SD = 10.55$ ,  $n = 21$ ) for individual/triadic supervision and 69.57 ( $SD = 9.62$ ,  $n = 30$ ) for group supervision. Participants' mean scores for SWA across course level were 72.42 ( $SD = 7.89$ ,  $n = 38$ ) for practicum and 66.23 ( $SD = 13.95$ ,  $n = 13$ ) for internship. Regarding participant scores by demographic characteristics, female SWA scores were 69.56 ( $SD = 10.37$ ,  $n = 41$ ) and male scores were 76.10 ( $SD = 6.51$ ,  $n = 10$ ).

Table 34

*Descriptive Statistics RQ 4*

	<i>N</i>	<i>Range</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>Std. Error</i>	<i>SD</i>
<u><i>SWA by Combination of Synchronous Distance Delivery Methods</i></u>							
1 Method	35	35	49	84	72.43	1.35	8.01
Two							
Methods	16	38	44	82	67.38	3.27	13.07
or More							
<u><i>SWA by Supervisory Role</i></u>							
Supervisor	12	18	62	80	71.58	1.31	4.52
Supervisee	39	40	44	84	70.62	1.80	11.23
<u><i>SWA by Delivery Format</i></u>							
Individual/ triadic	21	40	44	84	72.67	2.30	10.55
Group	30	37	47	84	69.57	1.76	9.62
<u><i>SWA by Course Level</i></u>							
Practicum	38	35	49	84	72.42	1.27	7.98
Internship	13	40	44	84	66.23	3.86	13.95
<u><i>SWA by Gender</i></u>							
Female	41	40	44	84	69.56	1.62	10.37
Male	10	21	63	84	76.10	2.06	6.51
Other	0	.	.	.	.	.	.
Missing	12	.	.	.	.	.	.
<u><i>Distance Supervision Experience</i></u>							
.	51	124	0	124	17.90	4.22	30.12

When examining descriptive statistics for the covariate, participants ranged from 0 to 124 months of experience participating in distance supervision and they averaged 17.90 months of experience. As can be observed in the below frequency distribution, 26% of participants had no experience in distance supervision, 45 % had roughly 1 years worth of experience, and 29 % had over 1 years worth of distance supervision experience.

Table 35

<i>Frequency Distribution Dist.Sup.Experience</i>				
	N	Percent	Valid Percent	Cumulative Percent
.00	13	25.5	25.5	25.5
1.00	1	2.0	2.0	27.5
3.00	3	5.9	5.9	33.3
4.00	7	13.7	13.7	47.1
5.00	3	5.9	5.9	52.9
6.00	3	5.9	5.9	58.8
9.00	1	2.0	2.0	60.8
12.00	5	9.8	9.8	70.6
16.00	1	2.0	2.0	72.5
18.00	1	2.0	2.0	74.5
19.00	1	2.0	2.0	76.5
27.00	1	2.0	2.0	78.4
29.00	1	2.0	2.0	80.4
30.00	3	5.9	5.9	86.3
31.00	1	2.0	2.0	88.2
48.00	1	2.0	2.0	90.2
54.00	1	2.0	2.0	92.2
96.00	1	2.0	2.0	94.1
101.00	1	2.0	2.0	96.1
120.00	1	2.0	2.0	98.0
124.00	1	2.0	2.0	100.0
Total	51	100.0	100.0	

### Data Assumptions

For the ANOVA utilized to directly test the hypothesis, the assumptions of independence of groups, no extreme outliers, normality across groups, homogeneity of variance (Leven's and F-Hartley tests) were examined while additionally testing homogeneity of regression slope, and independence of covariate across treatment groups. Independence of groups was asserted to be met consider participants could have either

used 1 synchronous distance supervision delivery method or more than 1 method in distance supervision. To identify potential outliers, a frequency distribution on the standardized values of SWA was generated to examine outliers  $\pm 3 SD$  from the mean (Field, 2009). To maintain sample size and consistency between RQs 3-4, the researcher decided to conservatively screen outliers by only removing extreme cases  $< -3.5 SD$  that were likely not representative of the sample,  $N = 1$ . Next, normality was assessed via observation of histograms, skew and kurtosis, and the Shapiro-Wilks test of normality across delivery method groups. The Shapiro-Wilks test of normality was not significant at  $p < .05$  for either group and the assumption of normality was met.

The assumption of homogeneity of variance was initially assessed by the Leven's Test and resulted in a significant  $F$ -statistic,  $F(2, 481) = 6.78, p = .012$ . As a follow up analysis, the F-Hartley Test was utilized to further explore homogeneity of variance (Field, 2009). The highest variance (170.92) was divided by the lowest variance (64.20) for the two delivery groups and the product (2.66) was compared to the F-Hartley critical value (3.0) for two variances with a maximum group size of 30. The assumption of homogeneity of variance was met.

The final two assumptions to be tested pertained to the use of a covariate in the model. First, the assumption of homogeneity of regression slope was met. When an interaction term for combination of delivery methods group and distance supervision experience was added to the model, the interaction term was not statistically significant,  $F(1, 47) = 3.518, p > .05$ . Regarding independence of the covariate across treatment groups, an ANOVA was conducted with distance supervision experience as the dependent variable,  $F(1, 49) = 1.760, p > .05$ . Distance supervision experience mean

scores were not significantly different between delivery method groups and the assumption was met.

### **Hypothesis Testing**

For the ANCOVA, combination of synchronous distance supervision delivery method groups was not significantly related to SWA while covarying for distance supervision experience,  $F(1, 48) = 2.511, p > .05$ . The model had an observed power of .30 and accounted for 6% of the variance. The null hypothesis was accepted. However, considering the amount of variance accounted for by the model was minimal, it is possible that other confounding variables might exist (Field, 2009). Based upon the same rationale utilized to argue testing a supplementary model in RQ 3, the same potentially confounding variables that increase the variance between models for RQ 3 were added to the current model for RQ 4: combination of delivery methods, supervision format (individual/triadic or group), supervision course level (practicum or internship), supervisory role (supervisor or supervisee) and gender (female or male).

Table 36

*ANCOVA Tests of Between-Subjects Effects: RQ 4*

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Partial <math>\eta^2</math></i>	<i>Observed Power<sup>b</sup></i>
Corrected Model	295.444 <sup>a</sup>	2	147.722	1.499	.234	.059	.304
Intercept	170765.235	1	170765.235	1732.448	.000	.973	1.000
Dist.Sup.Ex perience	15.020	1	15.020	.152	.698	.003	.067
Combo.Deli v.2	247.471	1	247.471	2.511	.120	.050	.342
Error	4731.301	48	98.569				
Total	260983.000	51					
Corrected Total	5026.745	50					

Note: a. R Squared = .059 (Adjusted R Squared = .020)

b. Computed using alpha = .05

**Supplementary Model**

The supplemental model included SWA as the DV, combination of synchronous distance supervision delivery method (dichotomous) as the primary grouping variable and supervisory role (dichotomous), supervision format (dichotomous), supervision course level (dichotomous), and gender (dichotomous) while covarying for distance supervision experience. Due to a violation of independence of the covariate across groups both an ANCOVA and ANOVA were conducted.

**Data assumptions.** Prior to conducting the ANCOVA, normality was assessed for all subgroups of each factor included in the model via the Shapiro-Wilks Test of normality while also visually examining histograms and statistics for skew and kurtosis. The Shapiro-Wilks test was met and not significant at  $p < .05$  for both subgroups of combination of synchronous distance supervision delivery methods, both subgroups of



supervision course level, for the sub group supervisors, and for the subgroup male.

Although the Shapiro-Wilks test was significant at  $p < .05$  for the sub group supervisees (skew = -.90), for the subgroup females (skew = -.90), and the subgroup group supervision (skew = -.84), all three groups have 30 or more participants per group with light negative skews and are argued to be approaching normality based upon central limits theorem.

Last, regarding supervision format, individual/triadic supervision ( $n = 21$ ), has a slightly larger negative skew (-1.4). However, Olenjik and Algina (1983) argue that ANCOVA is robust to violations of normality when not in combination with a violation to homoscedasticity (homogeneity of the regression slope). Regarding homogeneity of variance, the Leven's test was not statistically significant and the assumption was met,  $F(18, 32) = 1.603, p > .05$ . For homogeneity of regression slope, interaction terms were generated for each simple term and the covariate and then entered into the model with the simple terms. The assumption of homogeneity of regression slope was met considering no interactions between the covariate and simple terms were statistically significant at  $p < .05$ . Last, independence of the covariate across treatment groups was failed for two factors, supervision role and supervision course level. Thus, meaning the covariate may differ between subgroups for each factor. As a result, to maintain consistency with testing procedures used for RQ 3 when the same assumption was failed, both an ANCOVA and ANOVA were conducted.

**Simple effects.** After running both the ANCOVA (supervision delivery method, supervisory role, supervision format, supervision course level, gender, distance.exp) and ANOVA (supervision delivery method, supervisory role, supervision format, supervision course level, gender) models to assess for simple effects, a significant relationship

between SWA and supervision course level was identified at  $p < .05$  in both models.

However, prior to interpreting the findings a follow up ANCOVA (supervision delivery method, supervisory role, supervision format, supervision course level, gender, distance.exp, supervision delivery method \*supervisory role, supervision delivery method\*supervision format, supervision delivery method\*supervision course level, supervision delivery method\*gender, supervisory role\*supervision format, supervisory role\*supervision course level, supervisory role\*gender, supervision format\*supervision course level, supervision format\*gender, supervision course level\*gender) and ANOVA (same model as previous but without the covariate) were conducted to assess for interactions. As recommended by Osborne (2015) when interaction effects exist that contain the same terms as the simple effects, the interaction effects should be interpreted opposed to the simple effects. For both the ANCOVA and ANOVA a significant interaction existed for combination of delivery methods and supervision course level,  $F(1, 34) = 12.716, p < .001$  (Partial  $\eta^2 = .27$ ) and  $F(1, 35) = 12.918, p < .001$  (Partial  $\eta^2 = .27$ ), respectively.

Table 37

*Between-Subjects Factors: RQ 4*  
*Supplemental Model*

	<i>Value</i>		<i>N</i>
	<i>Label</i>		
Combo.Deliv.2	.00		35
	1.00		16
Sup.Role	.00	supervisor	12
	1.00	supervisee	39
Sup.Format.In div.Group	.00	Individual	21
	1.00	Group	30
pract.internship	.00	internship	38
	1.00	practicum	13
Gender2	.00	Female	41
	1.00	Male	10

Table 38

*ANCOVA: Tests of Between-Subjects Effects RQ 4 Supplemental Model*

Source	SS	df	$M^2$	F	p.	Partial $\eta^2$	Observed Power <sup>b</sup>
Corrected Model	2351.74 <sup>a</sup>	16	146.98	1.868	.062	.468	.848
Intercept	11113.28	1	11113.29	141.253	.000	.806	1.000
Combo.delv	166.90	1	166.90	2.121	.154	.059	.293
Sup.role	41.28	1	41.28	.525	.474	.015	.108
Sup.format.	23.77	1	23.77	.302	.586	.009	.083
Sup.course level	496.73	1	496.73	6.314	.017	.157	.685
Gender	64.63	1	64.63	.821	.371	.024	.143
Dist.sup.exp	11.10	1	11.10	.141	.709	.004	.065
Combo.delv* Sup.role	46.60	1	46.60	.592	.447	.017	.116
Combo.delv* Sup.format	136.86	1	136.864	1.740	.196	.049	.249
Combo.delv * Sup.course level	1000.43	1	1000.43	12.716	.001	.272	.934
Combo.delv* gender	56.18	1	56.18	.714	.404	.021	.130
Sup.role*Sup.format	.17	1	.17	.002	.963	.000	.050
Sup.role*Sup.course level	42.56	1	42.56	.541	.467	.016	.110
Sup.role*Gender	71.71	1	71.71	.912	.346	.026	.153
Sup.format*Sup.course level	5.42	1	5.42	.069	.795	.002	.057
Sup.format.*gender	38.53	1	38.53	.490	.489	.014	.104
Sup.course level * Gender2	155.22	1	155.22	1.973	.169	.055	.276
Error	2675.00	34	78.67				
Total	260983.00	51					
Corrected Total	5026.74	50					

Note: a. R Squared = .468 (Adjusted R Squared = .217), b. Computed using alpha = .05

Table 39

*ANOVA Tests of Between-Subjects Effects Supplemental Model*

<i>Source</i>	<i>SS</i>	<i>df</i>	<i>M<sup>2</sup></i>	<i>F</i>	<i>p</i>	<i>Partial <math>\eta^2</math></i>	<i>Observed Power<sup>b</sup></i>
Corrected Model	2340.64 <sup>a</sup>	15	156.04	2.033	.042	.466	.876
Intercept	14066.06	1	14066.06	183.281	.000	.840	1.000
Combo.delv	160.44	1	160.44	2.091	.157	.056	.290
Sup.role	31.57	1	31.57	.411	.525	.012	.096
Sup.format.	33.93	1	33.93	.442	.510	.012	.099
Sup.course level	673.66	1	673.66	8.778	.005	.201	.821
gender	60.73	1	60.73	.791	.380	.022	.139
Combo.delv*Sup.role	45.69	1	45.69	.595	.446	.017	.117
Combo.delv*Sup.format	136.74	1	16.74	1.782	.191	.048	.255
Combo.delv*Sup.course Level	991.37	1	991.37	12.918	.001	.270	.937
Combo.delv*gender	50.03	1	50.03	.652	.425	.018	.123
Sup.role*Sup.format	1.32	1	1.32	.017	.896	.000	.052
Sup.role*Sup.course level	98.87	1	98.87	1.288	.264	.036	.197
Sup.role*Gender	76.65	1	76.65	.999	.324	.028	.163
Sup.format*Sup.course level	9.32	1	9.32	.121	.730	.003	.063
Sup.format*gender	41.32	1	41.32	.538	.468	.015	.110
Sup.course level* Gender2	149.68	1	149.68	1.950	.171	.053	.274
Error	2686.11	35	76.746				
Total	260983.00	51					
Corrected Total	5026.75	50					

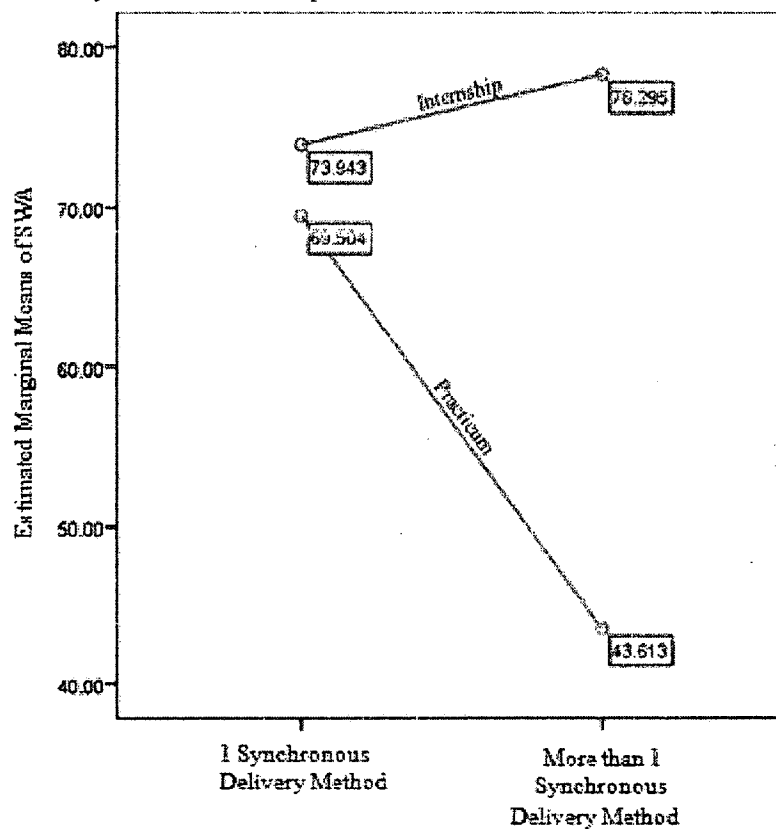
Note: a. R Squared = .466 (Adjusted R Squared = .237), b. Computed using alpha = .05.

**Interaction effects.** Figure 4 provides a visual representation of the interaction effect for combination of delivery method groups and supervision course level. When using 1 delivery method in distance supervision both internship and practicum students have relatively similar mean scores for SWA. For internship participants, when moving from 1 delivery method in distance supervision to 2 or more delivery methods in distance supervision, the estimated marginal mean for SWA increases by a little over 4 points. Thus, SWA improves slightly when additional delivery methods are present in distance supervision. However, when moving from 1 method to 2 or more methods for practicum participants the opposite was observed. Practicum participant estimated marginal means for SWA decrease by almost 26 points when moving from 1 delivery method in distance supervision to 2 or more delivery methods in distance supervision.

The covariate did not appear to have a meaningful influence on the findings or improve the amount of variance accounted for by the model. The variance accounted for by the ANCOVA was 46.8% and the variance accounted for by the ANOVA was 46.6%. However, by including potentially confounding variables in the model and assessing interaction effects the supplementary models accounted for an additional 40% of the variance when compared to the original model utilized to test the hypothesis

Figure 4

*Interaction for Combination of Synchronous Distance  
Delivery Method and Supervision Course level*



### Summary

The null hypothesis for RQ 1 was rejected, and distance supervision existed within FtF, Hybrid, and Online counselor education programs. The null hypothesis for RQ 2 could not be rejected in full; however, children 18 and under as well as location were significantly related to the use of distance supervision. The null hypothesis for RQ 3 was rejected, and SWA was not significantly related to delivery method group. Last, within distance supervision, the null hypothesis that participants using more than one synchronous distance supervision delivery method would be related to SWA could not be rejected. However, if the null hypothesis were applied to the supplementary analyses that

was conducted, the null hypothesis could be rejected for internship participants but accepted for practicum participants when combination of delivery method, supervision role, supervision format, supervision course level, and gender were included in the model as factors.



## **CHAPTER 5**

### **DISCUSSION**

In this chapter, findings are discussed in addition to limitations of the study regarding external validity, selection bias, recall bias, measurement error, statistical power, effect size, and model variance. Implications are provided for counselor education programs as well as for participants in distance supervision and research supported suggestion to build upon the findings reported in the current study.

#### **Major Findings**

A multitude of findings were identified throughout the study pertaining to the prevalence of distance supervision in counselor education, software programs used in supervision, training on technology in supervision, legal and ethical compliance. Additionally, statistically significant relationships were identified between demographic variables and the use of distance supervision and SWA and combinations of synchronous distance supervision delivery methods.

#### **Prevalence of Distance Supervision**

To gain insight on the prevalence of distance supervision throughout FtF, hybrid, and online counselor education programs, participants were asked to report on the availability of distance supervision within their programs. Roughly 24% of participants in FtF programs, 50% in hybrid program, and 80% in online programs indicated synchronous distance supervision existed in their counseling program. Furthermore, the participants and the number of universities offering distance supervision were representative of the distribution of CACREP universities across regions according to the CACREP directory. About 33% ( $n= 222$ ) of participants indicated distance supervision

existed in their programs; 72 universities or 50% of the universities represented in the sample, offered synchronous distance supervision. The most recent study that examined the prevalence of distance supervision in counselor education (Wantz et al. 2003) surveyed 127 programs (CACREP and non-CACREP accredited) and indicated that for 50 of institutions represented, 38% of the 91 supervisors surveyed indicated distance supervision existed in their programs. However, the distribution of supervisors across universities was not reported, the number of institutions utilizing distance supervision was not reported, and asynchronous (e-mail) and synchronous (telephone) methods were used to define conducting distance supervision.

### **Software Programs Used in Supervision**

When conducting synchronous distance supervision, the software utilized to facilitate supervision is an important consideration to ensure the technology used is capable of meeting the logistical requirements of conducting supervision. There has been a limited discussion in the literature regarding what programs are currently being used by counselor educator supervisors, besides a handful of articles that refer to some of the technology used to facilitative supervision (e.g., Carlisle et al., 2013; Chapman, 2008; Dubi et al., 2010; Hayden, Navedo, & Gordon, 2012; Nelson et al., 2010; Rautenbach & Black-Hughes, 2012), the full scope of software programs currently used in the field is relatively unknown. The current study provided a detailed list of 28 software programs utilized to communicate in real time, 30 software programs utilized to share client sessions, and 21 software programs used to share supervision paperwork. The most frequently used programs to communicate in real time were Skype, Adobe Connect, Collaborate, Facetime, and Global Meeting. The most frequently used programs to share

recorded client sessions were Dropbox, Black Board, Collaborate, Google docs, and Wimba. Last, the most frequently used programs to share supervision paperwork were Black Board, Dropbox, Google docs, Live Text, and Canvas.

### **Training on Software Programs Used in Supervision**

The current study explored the degree of any type of training (self, university, other) participants received for the software they specified using in supervision. Of the participants ( $n = 356$ ) that used software to communicate in real time, software to transfer recorded sessions, or software to transfer paperwork, only 9% ( $n = 32$ ) received training on all software specified, 14% ( $n = 50$ ) received training on some, and 77% ( $n = 274$ ) received no training. The majority of the sample did not receive any training on the software used in supervision; however, current ethical standards do not directly require training.

The ACA Code of Ethics (ACA, 2014) requires that "when using technology in supervision, counselor supervisors are competent in the use of those technologies" (p.13). ACES (2011) also specified that "the supervisor is competent in the use of the technology employed in supervision" (pp. 6-7). Although not ethically required, training in the area of any new skill can lead to competence. Competence means more than merely understanding how to make the software function, but to gain the ability to understand the software's limitation for legal and ethical compliance. Especially so, since ACA (2014) also requires that "supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means" (p. 13). For example, Adobe Connect can be used within HIPAA compliance (256-bit encryption and BAA is offered); however, no program is HIPAA compliant in and of itself. A software

program that can be used within compliance is half the battle; the other half is the user's knowledge of how to use the program within legal and ethical compliance. A clear example of how Adobe Connect can be used outside of HIPAA compliance is by not password protecting a supervision meeting room (or not specifying invited users) when PHI is being discussed, or sharing a recorded counseling session as a public link instead of a private link. As a result, the user would not have taken "the necessary precautions to protect the confidentiality of all information transmitted through any electronic means" (ACA, 2014, p.13) due to a lack of knowledge regarding the more detailed functions of the software. Not many participants in the sample received training on the specific software programs used in supervision; however, many more received training on HIPAA, FERPA, and the ACA Code of Ethics regarding the use of technology in supervision.

### **Training on Legal and Ethical Compliance**

Participants reported on three types of training received (university provided, other such as conference workshops/seminars, self training, none) regarding HIPAA, FERPA, and ACA regulation when using technology in supervision. Of the 673 participants, roughly 73% ( $n = 491$ ) received at least one form of training regarding HIPAA compliance, 66% ( $n = 444$ ) received at least one form of training regarding FERPA compliance, and 81% ( $n = 546$ ) received at least one form of training regarding ACA. Of those that reported using technology in supervision ( $n = 573$ ), 86% ( $n = 491$ ) received at least one form of training regarding HIPAA compliance. Regarding FERPA training, of those ( $n = 574$ ) that reported using technology in supervision, 77% ( $n = 444$ ) received at least one form of training. For training on the ACA Code of Ethics, of those

( $n=576$ ) that reported using technology in supervision, 95% ( $n=546$ ) received at least one form of training regarding.. Of those that received training, 42% ( $n=284$ ) received training from their university on HIPAA, 42% ( $n=280$ ) received training from the university on FERPA, and 54% ( $n=363$ ) received training from their university regarding the ACA Code of Ethics and technology in supervision.

There are currently no legal, ethical, or CACREP accreditation requirements requiring that distance supervision participants receive training on HIPAA, FERPA, or ACA Code of Ethics guidelines specific to using technology in supervision. However, there are such requirements pertaining to complying with FERPA guidelines in the ASCA Code of ethics (2010), pertaining to counselors "understanding the intent of FERPA and its impact on sharing electronic student records" (p. 3). The best practices guidelines in supervision drafted by ACES (2011) also specify that "the supervisor ensures that client and supervisee confidentiality are protected when using technology in supervision (e.g., takes precautions such as password protection and encryption) that are compliant with HIPAA guidelines" (p. 7).

### **Perceptions of Legal and Ethical Compliance**

Furthermore, a discrepancy was reported between receiving training on HIPAA, FERPA, and the ACA Code of Ethics on using technology in supervision and the sparse amount of training received by participants on the software used in supervision was reflected in participants' perceptions of legal and ethical compliance. Participants were asked to report how frequently they used technology in supervision within HIPAA, FERPA, and ACA Code of Ethics compliance. In addition to a 5-point Likert scale (never-always) participants had the option to select *I don't know*, *prefer not to say*, and

*did not use technology in supervision.* For HIPAA and FERPA compliance, the average Likert scale rating was between *some of the time* and *most of the time*, and ACA compliance was between *most of the time* and *always*. However, roughly 9% ( $n=58$ ) of participants indicated *prefer not to say* or *I don't know* for HIPAA, 13% ( $n=83$ ) for FERPA, and 8% ( $n=53$ ) for the ACA Code of Ethics. Said another way, when percentages are adjusted by excluding the participants that indicated they did not use technology in supervision from the sample ( $n= 547$  for HIPAA,  $n= 554$  for FERPA,  $n= 553$  for the ACA Code of Ethics), 42% of participants perceived that they always used technology in supervision within HIPAA ( $n=231$ ) and FERPA ( $n=235$ ) compliance, and 50% ( $n=278$ ) of participants perceived they always used technology in supervision within ACA Code of Ethics compliance. Half to less than half of the sample that used technology in supervision perceived that they always used it within HIPAA, FERPA, and ACA Code of Ethics compliance.

Although most participants reported receiving some form of training on HIPAA, FERPA, and the ACA Code of Ethics compliance for using technology in supervision, few received training on how to actually use the software reported for use in distance supervision. As a possible result, less than half the participants essentially perceived that they were within HIPAA, FERPA, and ACA Code of Ethics compliance all of the time. Based upon self reports of software training; HIPAA, FERPA, and ACA Code of Ethics training; as well as perceptions of compliance; if nothing else, at least half the participants in distance supervision perceived they were not using technology within HIPAA, FERPA, and ACA compliance all of the time. However, HIPAA, FERPA, and

ACA Code of Ethics guidelines and requirements necessitate that confidentiality be maintained.

### **Demographic Characteristics as Predictors of Synchronous Distance Supervision**

Research question 2 examined the relationship between demographic variables (income, children 18 years old and under, distance of participants' residence from their university, and hours worked per week) and the delivery method of supervision. When examining the probability of participants using distance supervision as opposed to FtF supervision, two simple main effects were identified for location and children 18 and under. When moving from living within 50 miles of the university to living outside of 50 miles from their university, participants are 42.60% more likely (or 8.80 times as likely) to participate in distance supervision. Last, when examining the odds of participants moving from FtF supervision to distance supervision, participants are 3.7% more likely to participate in distance supervision when moving from having no children 18 and under to having 1 child 18 and under. When moving from 0 to 2 children 18 and under participants are almost 10% more likely to participate in supervision, 0 to 3 children are 18% more likely, 0 to 4 children are 30% more likely and 0 to 5 are 54% more likely to participate in distance supervision. Every time a participant has another child, the likelihood of using distance supervision over FtF supervision continues to increase.

No counselor education studies to date have examined the relationship between demographic characteristics and the use of distance supervision. However, researchers have discussed the characteristics of populations using distance education (CDW-G, 2011; U.S. Department of Education, 2011), and authors have discussed the associated benefits of distance supervision (Carlisle et al., 2013; Chapman, 2006, 2008; Clingerman

& Bernard, 2004; Conn et al., 2009; Dickens, 2009; Mcadams & Wyatt, 2010; Nelson, Nichter, & Henriksen, 2010; Powell, 2012; Watson, 2003), many of which, serve to support the reported findings of the study. The most prominently cited advantage of distance supervision (Carlisle et al., 2013; Chapman, 2006, 2008; Clingerman & Bernard, 2004; Conn et al., 2009; Dickens, 2009; Mcadams & Wyatt, 2010; Nelson et al., 2010; Olsen et al., 2001; Powell, 2012; Watson, 2003) is flexibility, convenience, or access to education. Therefore, it is not surprising that participant location and number of children 18 and under were related to the use of distance supervision.

Further supporting the relationship between location and distance supervision, Kanz (2001) suggested that distance supervision is particularly beneficial to students living in rural areas, and Olsen (2001) suggested that that distance supervision saves time and money related to traveling. Regarding the relationship between children 18 and under and distance supervision, the U.S. Department of Education (2008) reported that of 137,800 participants, 25% of their sample who had at least one dependent were involved in distance education. According to the CDW-G (2011) of 401 students, 71% believed distance education offered increased flexibility to take coursework. This is consistent with psychology and counseling doctoral and master's students, in which two of the primary concerns of FtF supervision were in regard to time commitments and scheduling conflicts (Bubenzer & West, 1991).

Hours worked per week and income were not significantly related to distance supervision. Researchers such as Olsen et al. (2001) and Kanz (2001) suggested that distance supervision can save money associated with travel. It was the researchers assumption that based on saving money on associated with travel, income would be



related to the use of distance supervision. However, it is possible that other financial factors associated with distance supervision (e.g., purchasing a device and internet access) could mitigate the amount of money saved on travel. Regarding hours worked per week, many counselor education programs are offered after typical work hours (e.g., 4 to 10pm); therefore, the need for flexibility of supervision surrounding work hours may not be a concern for participants in distance supervision, considering most classes take place during time period outside of traditional work hours.

### **Synchronous Supervision Delivery Methods**

As hypothesized, there was not a significant relationship between delivery method of supervision (FtF, hybrid, distance) and SWA. Previous studies on distance supervision delivery methods have either found no significant differences between delivery methods on SWA (Coker and Schooley, 2009; Conn et al., 2009; Lahey, 2008; Reese et al., 2009) or a difference in which distance supervision was related to higher scores for working alliance as compared to FtF supervision for supervisors (Dickens, 2009). However, for the Dickens (2009) study effect size was not reported; therefore, the magnitude of the difference found is unknown.

To further test the hypothesis, supervisory role, supervision format, supervision course level, and gender were also entered into a supplementary model with delivery method. Thus, while accounting for the variance of additional factors in the model, delivery method still was not significantly related to SWA. However, two main effects were identified for supervision format and supervision course level thus providing support for including the variables in the model when assessing difference between delivery methods and SWA. Although not related directly to the hypothesis, participants

in individual supervision had a significantly larger mean score on SWA than those in group supervision. Similarly, participants in practicum had a significantly higher mean score than those in internship. However, the mean difference in scores between practicum and internship students was only .86 and the mean difference between individual and group supervision participants was 2.76.

The results support previous research (Coker and Schooley, 2009; Conn et al., 2009; Dickens, 2009; Lahey, 2008; Reese et al., 2009) on delivery methods and SWA that indicate synchronous distance supervision is a viable option for providing synchronous supervision. Furthermore, combinations of synchronous distance supervision and FtF options (e.g., using distance supervision some of the time but not always) is also a viable option considering a negative relationship was not found between hybrid supervision and SWA. However, when considering using combinations of delivery methods within synchronous distance supervision a relationship was reported between combination of delivery methods, supervision course level, and SWA.

### **Synchronous Distance Supervision Delivery Methods**

The null hypothesis for RQ 4 could not be rejected. The researcher anticipated finding a statistically significant difference between combination of delivery method groups (one method, more than one method) on SWA for distance supervision participants. The mean difference between SWA scores was 5.05; however, as indicated by Field (2009) larger mean differences are needed between groups when sample sizes are smaller. The sample was only 51 participants and the sample size needed for the data analysis was 158; therefore, there may not have been enough power to reveal significant results. With an understanding that sample size was a concern, the researcher conducted a

supplemental analysis to further test the hypothesis similar to what was done for RQ 3.

The additional factors supervisory role, supervision format, supervision course level, and gender were entered into the model with combination of delivery methods. As a result, a significant interaction effect was identified between supervision course level and combination of delivery methods. Within distance supervision, internship participant scores on SWA were larger than practicum participant mean score by 4.44 when using one synchronous delivery method (e.g., either video web conferencing, audio web conferencing, audio on the phone, or real time chat). However, when participants were using more than one delivery method, the difference between groups was 34.61.

Internship students improved on SWA when moving from one delivery method (73.94) to more than one delivery method (78.26), whereas practicum student scores decrease when moving from one delivery method (69.50) to more than one delivery method (43.61). The effect observed for internship students was the effect the researcher originally anticipated for the entire sample in the hypothesis. The researcher believed that additional delivery methods would add to the convenience and flexibility of distance supervision while serving to mitigate technology failures. However, considering practicum students are new to supervision and are adjusting to being in the counseling field for the first time, while supervisors are working with the new supervisee to assist in their adjustment, adding additional delivery methods for supervision may be counterproductive and possibly less convenient.

According to Bernard and Goodyear (2014), new supervisees typically need more structure in the beginning stages of adjusting to supervision. It is possible that having multiple delivery methods could complicate the level of structure in supervision during

practicum. One study, Dicken (2009) explored the relationship of supervision course level and SWA. Dickens found no difference between practicum and internship groups. However, in the current study for RQ 4, only distance supervision participants were examined as opposed to FtF and distance supervision participants, while also accounting for additional factors in the model not specified in the model used by Dickens (2009). Conversely, internship students have already experienced the adjustment period of being supervised, typically require less structure, and have some experience practicing counseling skills in the field; therefore, adding additional delivery methods to distance supervision may be less overwhelming and more beneficial in terms of flexibility.

### **Limitations**

#### **Internal Validity**

To accurately explain the relationship between the independent variable and dependent variable, the researcher must consider the existence of extraneous or confounding variables which could also influence the dependant variable (Heppner et al., 2008). There are multiple factors that may influence SWA: supervisory style (Chen & Bernstein, 2000; Fernando & Hulse-Killacky, 2005; Ladany & Lehrman-Waterman, 1999; Ladany, Walker, & Melincoff, 2001), participant knowledge of technology (Chapman, 2006), and conflict in supervision (Quarto, 2002). However, to control for the above variables would require an additional instrument to measure each of the above respective constructs. Thus, if the primary researcher were to measure each of the above variables, the current 41-question survey packet would quadruple the number of items in the survey packet and reduce the likelihood of participants completing the survey.

Further speaking to potentially confounding variables, although factors such as supervision format (individual/triadic vs. group), supervision role (supervisor vs. supervisee), supervision course level (practicum vs. internship), gender, race, age, hours completed in supervision during the semester were not identified to be related to SWA in the literature review, there may still be a relationship. For example, the CACREP (2009) supervision and clinical requirements between practicum and internship are substantially different (e.g., hours requirements for field experience, requirements for university supervision) and the requirements for individual and group supervision vary based upon time spent in supervision and the number of individuals attending supervision. Also, the optimal timeframe for developing SWA is relatively unknown in the literature. As a result, after testing the main hypothesis for RQs 3-4, the above factors were examined for relationships with SWA and a model was developed for each research question that accounting for the most variance. Preexisting relationships between supervisor and supervisee were not statistically controlled for and may have also been a confounding variable (e.g., past/current course instructor and student).

A final potentially extraneous variable regarding RQ 2 that was not measured was whether participants purposefully selected a particular program of study due to the availability of distance supervision and online education. Although participants were asked whether they had the choice to participate in distance supervision, participants may have purposefully selected a program where only distance supervision was offered and as a result did not have the choice to participate in FtF, hybrid, or distance supervision.

Another potential risk to internal validity is the reliance on self-report data. Some items pertained to potentially sensitive topics such as income, state of residence,

dependents, name of university, gender, race, age, level of training on technology used in supervision, perceptions of HIPAA/FERPA/ACA Code of Ethics compliance when using technology in supervision. Items such as 11 and 13 required participants to have knowledge about whether or not course work was offered online and whether supervision was offered from a distance. Although an *I don't know* response item was offered not all participants may have had knowledge of these program details. Furthermore, part 1 of the survey relied on participant to their recall their collective experiences with technology in supervision at their current university within their current supervisory role (supervisor or supervisee).

Recall bias may be a limitation considering participants were instructed to recall information from their past experiences in supervision. In part one of the survey (prevalence items) participants were instructed to recall their experiences using technology in university supervision as either a supervisor or supervisee at their current university. For some supervisor participants, they may have been conducting supervision for years and they could have forgotten some of the forms of technology used in supervision or the training they received. There was a clear risk that participants may have provided incomplete responses. However, precautions were taken by providing an "I don't know" response item for some questions. For part two of the survey (supervision delivery methods and WAI-Short Form) recall bias was less of a concern because participants only had to recall their supervision experience during their current semester.

The study was also vulnerable to instrumentation barriers. Considering that the prevalence survey was developed for the sole purpose of this study and was not a traditional instrument in that it developed composite scores and subscales for constructs,

there was a limited amount of psychometric data could be statistically assessed. In an effort establish initial construct validity, an expert review panel was utilized in addition to a pilot study. The pilot study was particular useful in establishing initial validity of the survey because the primary researcher had intimate knowledge of the program in which the pilot study was conducted. Furthermore, with permission of the participants, the researcher also had access to verifying participants' responses when inconsistencies if inconsistencies were identified. Last, although participant responses on the WAI-short form were examined for inconsistencies between positively and negatively scores and numerous items such as 2-4, and 3 and 41 allowed the researcher to examine inconsistencies between responses, the study design was cross section in nature and did not allow for the researcher to retest and assess reliability of the survey packet.

### **External Validity**

The study may have been vulnerable to threats to external validity. Because the intent of the study was to understand the use of distance supervision in CACREP accredited counseling programs, the results may not be generalizable to non-CACREP accredited counseling programs. Furthermore, of the 306 CACREP schools available, 14 universities indicated an additional IRB was required to collect data and only 1 IRB was completed and approved within the researcher's timeframe of data collection. A little under half of the CACREP universities eligible were represented in the study. Sixty percent of participants agreed to provide the name of their university to assist in estimating the scope of universities represented within the survey population. Although additional universities are likely represented within the remaining 40% of participants

that selected the prefer not to say option or that did not complete the question, only half the survey population of universities can be confirmed to be represented in the sample.

A response rate for the survey could not be calculated which could provide an indication of the percentage of participants in the sample frame that completed the survey (Dillman, 2007). The sampling frame relied heavily on gatekeepers (program leaders and administrators) to distribute the survey and, as a result, the number of participants offered the opportunity to complete the survey could not be estimated. However, the researcher collected additional data on the number of gatekeepers that agreed to distribute the survey at each university for the fall and spring semester to provide insight on scope of participants offered the opportunity to complete the survey. Roughly 12% (fall) and 24% (spring) of the universities contacted to request distribution of the survey resulted in at least one gatekeeper agreeing to distribute the survey. Only 30 universities confirmed distributing the survey in the fall and 70 confirmed distribution in the spring; however, 145 universities were represented in the sample (half the universities in the survey population). It is possible that additional surveys may have been distributed at universities without gatekeepers confirming distribution with the researcher.

Although estimating the quantity of individuals in the survey population was a challenge, to provide additional insight on the survey population, ACA and ACES were contacted to request recollected member statistics. The ACA and ACES member demographic characteristics (gender, race/ethnicity, income, and region) were relatively similar in terms of rank order when compared to the sample. The sample characteristics were also similar to the number and specialty area of CACREP programs distributed throughout the country according to the CACREP directory of programs. Although the



sample appears to resemble the characteristics of the ACA, ACES, and CACREP membership directories, there are limitations to comparing the sample to ACA and ACES member demographic characteristics. There is no guarantee that ACA and ACES members were supervisors or supervisees participating in a CACREP program. Still, data collection efforts at the ACA national conference resulted in almost 150 completed surveys (including digital and hard copies); thus indicating representation of ACA members in the sample.

Coverage error may have been a threat to external validity on multiple accounts. Although precautions were taken to reduce coverage error, such as tailoring invitation letters and drafting clarified invitation letters for subsequent sampling timeframes, based upon inquiries from respondents, not all potential participants may have received equal access to taking the survey. First, gatekeepers may not have forwarded the survey invitation to their faculty and students at every university included in the sample frame. Second, in the earlier phases of data collection, a very small handful of gatekeepers requested clarification regarding eligibility of participants: internship vs. practicum, individual vs. group supervision, supervisors vs. supervisee, current vs. past experience in supervision, distance supervision vs. FtF supervision. Requesting clarification was a very considerate courtesy; however, not all gatekeepers may have had the time or motivation to request additional information from the researcher if confused about participant eligibility. Third, 12 universities required an IRB to be completed prior to distributing the survey. Due to the time required to complete numerous IRBs, those universities were ultimately excluded from the sampling frame. Last, considering the primary delivery mode for the survey was web-based, participants would have had to have Internet access

to complete the survey. Therefore, those without Internet access may not have been provided the opportunities to participate in the study.

A number of precautions were also taken to reduce coverage error. For example, in addition to requesting that gatekeepers distribute the survey, a full list of all faculty and adjunct faculty member that could be identified on each individual program website was developed. As a result, faculty members were also contacted directly to request participation. Although coverage error is often a risk in non-experimental designs, Dillman (2007) recommends that coverage error may be reduced by using a mixed mode survey approach. Potential participants were also recruited at a nation counseling conference. Roughly 800 individuals were invited to participate and 200 participants agreed to supply their e-mail to receive a survey invitation. Of those 200 respondents, roughly 25% also offered to distribute the survey to other eligible participants at their university. While at the national conference, participants were also provided the opportunity to complete a hard copy of the survey.

Due to the nature of the study, selection bias may be a limitation considering gatekeepers and participants alike may have been more inclined take the survey or distribute the survey if interested in the use of technology in counselor education. Furthermore, considering the primary mode of delivery was web-based, most participants would have Internet access to complete the survey. Having Internet access typically requires a device (computer, phone, tablet) to access the Internship. Considering such devices are not inexpensive, participants without the financial funds to purchase these devices may not have been represented in the sample.

Even with Internet access, some respondents reported having difficulty with some items (large drop down menus and matrix responses) on the digital survey. The researcher took precautions and tested the survey on both Mac and PC operating systems while using a multitude of Internet browsers (Internet Explorer, Firefox, Chrome); however, all tests were conducted on fully updated browsers. If a participant's browser had not been updated for a number of years, there is a possibility the survey items could have malfunctioned. Thus, participants without outdated computer software may have been screened out of the survey for incomplete responses to key items.

### **Measurement Error**

Measurement error can occur when an obtained response to an item is different from the actual value. In rare instances, a respondent offered feedback on the instrument for the researcher. One such example was that of a participant who provided insight on the appropriateness of the WAI-Short Form (Horvath & Greenberg, 1989) for use within group supervision. In fact, when viewing the items of the WAI-Short Form for supervisors, the instrument is not meant to be applied to providing perceptions of supervisory working alliance for multiple supervisees. Realizing the limitations of the instrument, the researcher took precautions by providing participants with definitions of terms and the following instructions, "While completing the remainder of the survey, please think about your university-provided supervision experience for the spring 2015 semester only. If you are providing supervision in more than one format (individual/triadic/group), or to more than one supervisee, please think about your experience in only one of the formats, with only one of your supervisees while you complete the remainder of the survey (for example, individual supervision with Ashley)."

However, the survey directions may have been too long to read, too complicated, or unclear to some participants. As a result, participants may have dropped out of the study or provided random responses. To protect against the possibility of participants providing random responses, each item of full survey and WAI-Short Form were individually examined across all cases. Congruency between responses on the prevalence survey and responses between positively and negatively scored items on the WAI-Short Form were examined in detail to identify irregularities.

Further regarding measurement error, an inconsistency was identified on one of the survey items (Item 12, digital supervisor form, see Figure 10). As can be viewed in The item requested that supervisors indicate their years and months of experience providing distance supervision, whereas, the title on the bottom left row indicated "number of years/months of experience receiving distance supervision." Only one respondent pointed out the typo after the survey was activated; however, the risk of measurement error was present. Realizing the risk, the researcher also took precautions during data analysis for RQ 3 and four that used experience in distance supervision as a covariate. Due to the risk of measurement error as well as the failed assumption of the covariate being independent across groups, both an ANOVA and ANCOVA were conducted to test the hypotheses. The results indicated that the covariate was not significantly related to the DV in either research question and the covariate did not account for a meaningful improvement in the variance covered by either model.

Figure 10

*Measurement Error: Item 12, digital supervisor form*

**Q12** How many years/months of experience do you have providing distance supervision prior to the spring 2015 semester?

	Years Insert 0 for no years of experience	Months Insert 0 for no months of experience
Number of Years/Months of experience receiving distance supervision	<input type="text"/>	<input type="text"/>

**Statistical Power, Effect Size, and Model Variance**

RQ 1 did not require the use of a linear model, statistical power, or effect size. Findings were reported through the use of descriptive statistics. However, in the inferential statistics, some limitations related to power, effect size, or variance were identified. For RQ 2, with a minimum odds ratio of 1.4 (measure of effect size) and .80% power at least 348 participants were needed for the logistic regression used to test the hypothesis at  $p < .05$ . When FtF supervision was the reference group and distance supervision was the testing group ( $N = 412$ ), two significant simple effects were identified, one for location (odds ratio = 16.01) and one for children 18 and under (odds ratio = 1.75). There were enough participants in the analysis to uncover statistically significant results; however, when all simple terms, interaction terms, and quadratic terms were entered into the model (25 terms) to assess for linearity, a large enough sample size was not present to uncover statistically significant curvilinear effects. When Figure 4 (*Conditional Probabilities Plot: Children 18 and Under and Distance Supervision*) is examined, a slight quadratic curve is visible on the graph. Therefore, there may be a quadratic relationship between delivery method and children 18 and under. With this understanding, the researcher graphed conditional probabilities, as opposed to merely

reporting an odds ratio, so that potentially quadratic effects could be visually observed and interpreted. However, when speaking to the overall variance covered by the model the Nagelkerke  $R^2$  was only 22.8%, thus indicating there may be additional variable related to the use of distance supervision as compared to FtF supervision.

For RQ 3, with a moderate effect size of .25 and .80% power, at least 179 participants were needed for the ANCOVA used to test the hypothesis at  $p < .05$ . A total of 484 cases were utilized in the final model used to test the hypothesis. Although there was ample sample size, the  $R^2$  was less than 1% for the overall model, indicating that only 1% of the variance was covered by the model. When additional factors were entered into the model (supervision role, supervision format, supervision course level, and gender), the variance improved, but only by 4%. Once again, additional variables not included in the analyses may be related to delivery method and SWA.

Last, regarding RQ 4, with a moderate effect size of .25 and 80% power, at least 158 participants were needed for the ANCOVA used to test the hypothesis at  $p < .05$ . Unfortunately, only 51 participants were available for analysis in RQ 4. When testing the hypothesis, no statistically significant relationships were identified between combination of delivery methods and SWA. Moreover, the observed power for the model was only .30 and the variance covered by the model was only 6%. Therefore, in addition to not having the statistical power needed for analysis, there may have also been additional factors (e.g., supervision role, supervision format, supervision course level, gender) that could account for additional variance. Although the variance would likely increase by entering additional factors into the model, the researcher was also aware that with only 51 participants, the risk of Type II error would increase as well (Field, 2009). The factors

supervision role, supervision format, supervision course level, and gender were added to the model. As a result, a significant interaction effect was identified for combination of delivery method and supervision course level with a moderate effect size of .27 (Cohen, 1988). The variance accounted for by the supplementary model also improved, 46.6%.

## **Implications**

### **Implications for Counseling Programs**

As can be gleaned from the findings, distance supervision is utilized throughout counselor education programs across the country. A positive relationship was also identified between the use of distance supervision and the number of children participants have age 18 and under, and participants' distance from their university. Utilizing distance supervision has numerous benefits such as flexibility, convenience, or access to education (Carlisle et al., 2013; Chapman, 2006, 2008; Clingerman & Bernard, 2004; Conn et al., 2009; Dickens, 2009; Mcadams & Wyatt, 2010; Nelson et al., 2010; Olsen et al., 2001; Powell, 2012; Watson, 2003), provides educational access to individuals living in rural areas (Kanz, 2001), and can save participants time and money related to traveling (Olsen et al., 2001). By offering distance supervision opportunities, especially in combination with online coursework, counselor education programs may continue to improve access to the counseling field for trainees and counselor educators with geographical, familial, time, and potentially financial restrictions.

Considering the advantages of distance supervision, the prevalence of using technology in supervision, and the pace of advancements in technology, it is likely that synchronous distance supervision will continue to be integrated into more FtF and hybrid counselor education programs. As can be gleaned from the sample, the majority of

participants already use at least one form of asynchronous or synchronous technology in supervision. Integrating technology into education and supervision is an important aspect of preparing trainees for the inevitability of using technology as a future practicing counselor. Programs may foster the value of using technology in education by encouraging faculty to integrate technology into the classroom and supervision. Technology can be used to enhance the student learning process (e.g., developing an interactive discussion board with Lino) as well to acclimate students to the reality that they will be using technology as a practicing counselor (e.g., submitting digital case notes, using a career guidance stool such as Naviance, or participating in a remote meeting).

Last, findings suggested that most participants received training on legal and ethical compliance when using technology in supervision; however, the majority of participants did not receive training on how to use the software they listed for use in supervision. Less than half the participants in the sample reporting using technology in supervision within HIPAA, FERPA, and ACA Code of Ethics compliance all of the time. Although there are no legal or ethical requirements for a university or counseling program to provide training on the technology used in supervision, counselor education program using technology in supervision could benefit from collaborating with the technical services department to arrange training opportunities for students and staff.

### **Implications for Distance Supervision Participants**

Some key findings of the study pertained to the descriptive statistics reported for the software programs used in supervision, the training received on the software programs, the training received for using technology in supervision in reference to legal



and ethical compliance, and participant perceptions of legal and ethical compliance when using technology in supervision. Although the majority of participants typically received some form of training on HIPAA, FERPA, and ACA Code of Ethics compliance regarding technology in supervision, most did not receive training on all the software they reported used. Further, less than half of participants believed they used technology in supervision within legal and ethical compliance all of the time.

There are two factors to consider when learning to use technology in supervision within legal and ethical compliance. First, participants must understand how the software functions. Second, a participant must understand the legal and ethical regulations. Having knowledge of the legal and ethical requirements for using technology in supervision would allow participants to determine which software programs can be used within legal and ethical compliance. Next, it is essential for participants to learn the functions of the software so it may then be used within legal and ethical compliance. As previously argued, using a compliant software program is not a guarantee that the user knows how to use the program within compliance. An understanding of the functions of the software is a pre-requisite skill that will allow participants to apply their knowledge of HIPAA, FERPA, and ACA requirements to using technology in supervision within legal and ethical compliance.

### **Future Research Directions**

Resulting from the data analyses conducted, a number of implications have emerged for future research studies to build upon the findings of the current study. A clear discrepancy exists regarding the training received on software and the training received pertaining to legal and ethical compliance. Future studies could further explore

the relationship between training on software, training on legal and ethical compliance, and perceptions of compliance. Due to ethical concerns, an experimental design with multiple treatment groups would not be acceptable, considering some group may not receive training while others receive training in areas essential to functioning in supervision. However, a non-experimental approach could be taken to explore the aforementioned relationship within pre-existing groups in the survey population. Furthermore, a qualitative phenomenology could also be conducted to examine the lived experiences of distance supervision participants with varying levels of software and legal and ethical training.

Second, further considering participant perceptions of legal and ethical compliance, a future study could develop an instrument to measure participants' perceptions and knowledge of HIPAA, FERPA, and ACA ethical compliance pertaining to using technology in supervision. After developing a literature based survey template, building items based upon the legal and ethical requirements, eliciting assistance from an expert review panel, conducting a pilot study, and conducting statistical analyses to assess the psychometric properties of the instrument, such an instrument could be utilized to further explore relationships with SWA or supervisor self-efficacy in distance supervision.

Third, within counselor education, there is still very little guidance in the literature that addresses the requirements for using technology in supervision within legal and ethical compliance. In addition to detailing HIPAA, FERPA, and ACA Code of Ethics compliance, a quantitative content analysis could be conducted on all software

programs specified for use in supervision to develop a list of all programs capable of compliance.

Last, regarding the use of delivery methods in supervision, numerous authors have reported no relationship between supervision delivery methods (FtF, hybrid, distance) and SWA. However, within the current study for distance supervision participants, a relationship was identified between the combination of synchronous supervision delivery methods (video web conferencing, audio web conferencing, telephone, real time text based chat), supervision course level (practicum or internship), and SWA. Considering internship participants appear to increase in perceptions of SWA when using more than one delivery method and practicum participants decrease in SWA when using more than one delivery method, future research could further explore this relationship in greater detail. For example, a true experimental between-between-within groups design could be utilized with multiple treatment groups, random assignment, and analyzed with three-way mixed ANOVA. The delivery method group video web conferencing could act as the control, and a number of treatment groups could be developed to represent combinations of using video web conferencing and other delivery methods (e.g., video web conferencing and phone, video web conferencing and real time text based chat). Conditions across groups such as supervision format (e.g., individual supervision or group supervision), supervisory role (supervisors of supervisee as the main subjects), training on software and legal and ethical compliance, analyses could be conducted to assess for relationships between SWA, supervision course level (e.g., individual practicum or individual internship supervision), and the three treatment groups could also be held constant. Furthermore, repeat measures analyses could be conducted to

assess for relationships within treatment groups. Such a design study would be ambitious and require a relatively large sample size for an experimental design; therefore, the researcher would need access to a relatively large pool of participants at a single university that would be agreeable to participating in distance supervision. If sample size were a foreseeable issue, the above design could be altered to an intensive, quantitative, single subject design repeated for multiple subjects. The research topic could also benefit from a qualitative grounded theory to build a model for the use of delivery methods in distance supervision complimentary to SWA across practicum and internship supervision.

### **Summary**

Major findings related to the prevalence of distance supervision, training in technology and legal and ethical compliance, the relationship between demographic variables and using distance supervision, delivery methods and supervisory working alliance, and combination of delivery methods within distance supervision were discussed and placed into context within the current body of literature that addressed distance supervision in counselor education. Although a number of limitations exist, findings hold promise for generalizability to CACREP accredited counselor education programs. Major implications pertained to advancements in distance supervision for both counseling programs and distance supervision participants. The findings also provided insight into exciting next steps for research in the field synchronous distance supervision in counselor education.

**CHAPTER SIX**

**MANUSCRIPT**

An Examination of Distance Supervision in Counselor Education

### Abstract

A non-experimental descriptive design was used to examine the prevalence of distance supervision in face-to-face, hybrid, and online counselor education programs, the technology used in supervision, training on technology in supervision, and participant ( $N= 673$ ) perceptions of legal and ethical compliance. Implications for legal and ethical compliance were provided.

*Keywords: Distance Supervision, Distance Learning, Legal, Ethical, Training*

## An Examination of Distance Supervision in Counselor Education

As technology has improved, counselor education programs have increasingly adopted distance learning (DL) modalities (e.g., web-based asynchronous and synchronous delivery methods) for education and supervision (Coker & Schooley, 2009; Dubi et al., 2010; Wantz et al., 2003). For example, the Council for Accreditation of Counseling and Related Education Programs (CACREP) accredited programs offering DL has increased from seven to 21 CACREP-accredited online programs within a four-year period (Coker & Schooley, 2009; CACREP list of accredited programs 2011; CACREP list of accredited programs 2015). Considering the number of programs and students pursuing DL opportunities and the CACREP standards for supervision (see CACREP, 2009), it can be inferred that the use of technology in supervision has likely increased as well. Wantz et al. (2003) noted that 38% of 92 supervisors from 50 institutions reported utilizing technology in some manner; unfortunately, no studies have since been conducted to examine the scope of participants using distance supervision.

Distance supervision, which involves the use of technology to communicate synchronously and asynchronously, differs from traditional face-to-face (FtF) supervision based upon the benefits and challenges of communicating with technology from a distance. Distance supervision can reduce time and funds spent on travel (Olsen, Russel, & White, 2001) and also provide participants with additional flexibility of scheduling and increased access to education (Mcadams & Wyatt, 2010; Nelson, Nichter, & Henriksen, Olsen et al., 2010; 2001; Watson, 2003). With the increased flexibility of using technology to communicate, distance supervision can be used to mediate some of the challenges associated with FtF supervision. In a study of ( $N= 157$ ) psychology and

counseling doctoral and master's students, two of the primary concerns of FtF supervision were in regard to time commitments and scheduling conflicts (Bubenzer & West, 1991). However, distance supervision holds a number of disadvantages not typically associated with FtF supervision: technology failures, cost of hardware and internet access, and a lack of in-person contact in a person-centered profession (Olson et al., 2001; Vaccaro & Lambie, 2007; Watson, 2003). There are also additional concerns regarding the security of information and the protection of confidentiality (McAdams & Wyatt, 2010). Distance supervision requires a knowledge base regarding the technology used (Watson, 2003) and additional Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and American Counselor Association (ACA) Code of Ethics considerations. However, with the guidelines and mandates for protecting digital information, there are no legal, ethical, or accreditation standards for training of supervisors or supervisees on the technology used in supervision. With an increasing number of CACREP-accredited online counselor education programs, it is important to understand the scope of counselor education programs utilizing distance supervision and to begin the conversation on training in technology (e.g., software platforms), training on legal and ethical issues regarding technology, and legal and ethical compliance when using technology in supervision. To examine the scope of synchronous (real-time) distance supervision across FtF, hybrid, and online CACREP-accredited counselor education programs this study addressed the following research question: what is the prevalence of distance supervision in CACREP-accredited counselor education programs? This study also further explored the research question by examining the prevalence of technology used in supervision by participants,



training on software programs, training on legal and ethical compliance, and perceptions of legal and ethical compliance.

### **Distance Supervision in Counselor Education**

Considering the CACREP standards for university supervision (i.e., supervision between a student and faculty member) for practicum and internship, both asynchronous and synchronous communication modalities would be necessary if supervision were to be conducted from a distance. CACREP (2009) Standards pertaining to practicum and internship (i.e., Sections III.F. & G) require that participants share information in three ways: weekly interactions with faculty members, review of recorded sessions in supervision (or live on-site supervision), and receipt of evaluations of counseling performance, amongst other requirements. Regarding weekly interaction, distance supervision offers three methods for real time communication: video, audio, and text-based chat. Depending on the devices and software used, participants may have access to a combination of these modalities; however, the range of software currently in use is relatively unknown.

Further, when sharing recorded sessions or paperwork in distance supervision, participants have three general options: watch recordings via web conferencing software (e.g., Adobe Connect screen share function), transfer files via file sharing software/services or e-mail, and physically mailing files. If a digital method is selected to share information, a third party (e.g., software provider) would become involved in the transfer of information, and additional legal and ethical requirements need be followed to protect confidentiality.

For the purposes of selecting a software program to digitally share information in university supervision, the following legal and ethical regulations are relevant. HIPAA (1996) requires that personal health information (PHI) be protected such as recorded sessions with clients. The HIPAA Privacy Rule (2002) and the HIPAA Security Rule (2003) require reasonable and appropriate safeguards to protect confidentiality. The HITECH act (2009) addressed security concerns and privacy for electronic PHI and identified *business associates* (e.g., third party software providers). The Health Information and Technology standards (HIT, 2012), §170.210 stipulate provisions for using encrypted and protected links when exchanging information, security standards (SHA-1) for the algorithms used for information in transit, and encryption standards as identified by National Institute of Standards and Technology (NIST; e.g., 128-bit, HIPAA Survival Guide 2015). The HIPAA Final Omnibus Rule (2013) require third party software providers to offer a business associates agreement (BAA). Amongst other requirements, the BAA places liability on the third party provider (e.g., subject to fines), requires record keeping and technical services to be offered to users, and maintains stipulations for breach notification. Regarding FERPA (1974) there are no additional requirements for sharing digital information. The current standards pertain to using reasonable methods to protect confidentiality and are the same for both hard copy and digital files (McDonald, 2008). Last, the ACA Code of Ethics (2014, F.2.c.) requires supervisors to be competent in the technology used and to take necessary precautions to protect confidentiality of digital information. As can be gleaned from the above mandates and guidelines, sharing information with the use of technology requires an additional legal and ethical knowledge base not necessarily associated with FtF supervision.

## **Method**

A cross sectional non-experimental descriptive design was utilized in the first part of a two part study; data for this study are part of a larger study and have not been analyzed previously. Participants ( $N= 673$ ) consisted of supervisors and supervisees (e.g., faculty members and students) that have participated in university supervision at their current university. A 29-item survey was developed for the purpose of gaining participant demographic information and to examine the use of distance supervision in FtF, hybrid, and online CACREP-accredited counselor education programs. Within the survey, information was requested on delivery methods, software programs, training on software programs, training on legal and ethical compliance, and participant perceptions of legal and ethical compliance. The survey was developed with the use of a research based survey template, an expert review panel, and pilot test group to establish content validity. Participants were surveyed over the fall 2014 and spring 2015 semesters.

### **Instrumentation**

After developing a research based template to guide item development, the survey went through three major draft phases. The first draft was developed through consultation with research team members and consisted of 26-items. The survey underwent a review by 14 individuals across nine universities who had experience using technology in education or supervision. A combined 146 points of feedback were offered, 132 were suggestions for improvement. After making changes (e.g., grammar, clarification of directions and questions, adding/removing response items, adding/removing questions, re-ordering questions and response items) the survey was prepared for a pilot test group (i.e., second draft). The pilot group consisted of 19 participants; 10 were supervisors and

nine were supervisees who were recruited via convenience sampling from a single university. All supervisees were Master's students and supervisors consisted of both faculty members ( $n=4$ ) and doctoral student supervisors ( $n=6$ ). With a 46% responses rate (24/52) and 79% completion rate (19/24), participants were predominantly female ( $n=17$ ), white ( $n=11$ ), black/African American ( $n=5$ ), and between 20 to 50 years old. Pilot participants offered 23 points of feedback containing 11 suggestions for improvement. After adjusting survey items based on participant feedback (i.e., third draft), the survey was finalized for distribution.

### **Participants**

To participate in the study participants must have participated in university supervision (i.e., supervision between a faculty member and student) in a CACREP-accredited counselor education program at their current university during or prior to the semester the survey was administered. The eligible survey population, generated from the CACREP.org directory (CACREP, 2015), consisted of supervisors and supervisees from 683 programs across 306 universities including 602 Master's programs (88%), 63 doctoral programs (9%), and 18 Ed.S program (3%). About 113 programs (17%) were located in the North Atlantic region (NARACES), 184 (27%) in the North Central region (NCASES), 287(42%) in the Southern region (SACES), 41 (6%) in the Rocky Mountain region (RMACES), and 51 (7%) in the Western region (WACES).

The sample consisted of 673 participants (281 supervisors and 392 supervisees) from 145 universities, of which 417 indicated their affiliated university. Based upon participant responses, roughly half the universities eligible for participation were reported to be represented in the sample, and on average, 2-3 participants complete the survey

from each university. Participants primarily consisted of Master's students ( $n = 330$ , 49%), then faculty members/adjunct ( $n = 190$ , 28%), doctoral students ( $n = 141$ , 21%), Ed.S students ( $n = 7$ , 1%), Ed.S and Masters student ( $n = 1$ , less than 1%), and professional role could not be determined for ( $n = 4$ , less than 1%, e.g., dissertation committee member).

For participants by university region, 50% ( $n=295$ ) were in SACES, 19% ( $n=110$ ) were in NCASES, 15% ( $n=86$ ) were in NARACES, 9% ( $n=55$ ) were in RMACES, 7% ( $n=43$ ) were in WACES, and 20 participants preferred not to say with 64 missing responses. When cross referenced against the 2015 CACREP directory, the rank order for frequency of counselor education program region and participants' region in the sample was almost identical with the exclusion of RMACES and WACES. Regarding personal characteristics of participants, 79% ( $n=471$ ) were female, 21% ( $n=125$ ) were male, 66 cases were missing and 11 participants indicated other or prefer not to say. The majority of the sample was White ( $n=475$ , 83%) and then black/African American ( $n=57$ , 10%), Asian ( $n=19$ , 3%), Latino/Hispanic ( $n=11$ , 2%), Multiracial ( $n=8$ , 1%), with other racial categories representing less than 1% of the sample.

### **Sampling Procedures**

A sampling frame was developed by visiting each CACREP program website and recording e-mails of all program administrators (department head, program director, program chair, clinical coordinator) and program faculty and adjuncts. A total of 693 emails were identified for program administrators and 1972 e-mails for faculty members across 294 universities (13 universities required an IRB, only one additional IRB was completed, and 12 universities were removed from the sampling frame). The sampling

frame primarily relied upon gatekeepers to distribute the survey, additional access to participants was gained through the CESNET and COUNGRADS listservs and participants were recruited at a national conference.

Data were collected over the fall 2014 and spring 2015 semester and contacts with subpopulations (i.e., program administrators, program faculty members, CESNET and COUNGRADS users, conference attendees) were scheduled throughout each semester. In total, 7072 e-mail requests were sent during the fall and spring semester over nine stages of data collection. About 448 e-mails were returned to sender or respondents indicated the individual was not involved in a counseling program, 92 individuals indicated they did not have the authority to distribute the survey, and 83 individuals responded with an out of office reply.

For the fall semester, the survey was confirmed to be distributed at 36 of the 290 available universities in the sampling frame with a 12% response rate based upon confirmations from gatekeepers. For the spring semester, the survey was confirmed to be distributed at 70 of the 294 available universities in the sampling frame with a 24% response rate based upon confirmations from gatekeepers. Out of the 920 surveys attempted, 700 participants completed the survey (76% completion rate). The supervisor form was completed by 262 participants, the supervisee form was completed by 390 participants, and survey logic ended the survey for 48 participants who indicated they were never a supervisor or supervisee at their current university.

### **Data Management**

Data cleaning consisted of screening ineligible respondents, individually examining participant responses across items for irregularities, coding open text

responses into categories, identifying missing data, and cross referencing items to more concisely report participant responses. A total of 84 participants were screened out for not having been a supervisor or supervisee, and 130 were screened out for not completing part one of the survey (part one pertained to the use of technology in supervision; however, cases with incomplete demographic information were retained). About 16 participants were screened out who were not affiliated with a CACREP-accredited program, 6 were screened out for reporting not being affiliated with a university, and 11 were screened for indicating they had previously taken the survey.

## **Results**

### **Primary Analysis**

The researcher hypothesized that FtF, hybrid, and online programs will utilize distance supervision technology in the delivery of supervision. To test the hypothesis, a frequency distribution matrix was developed to examine the existence of distance supervision across FtF, Hybrid, and Online counseling programs. Item 11 of the survey asked participants if distance supervision existed in their program. Response items included, *yes*, *no*, *I don't know*, and *prefer not to say*. Item 13 asked participants if their entire counseling degree could be completed from a distance at their current university. Response items included, *yes* [Online program], *some classes but not all* [Hybrid program], *no* [FtF program].

The null hypothesis was rejected, participants indicated that synchronous distance supervision existed in FtF, hybrid, and online programs. For participants who reported that their program offered only FtF coursework ( $n = 446$ ), 105 indicated distance supervision existed (23%), 271 participants indicated distant supervision did not exist

(61%), and 70 participants indicated they did not know (16%). For participants that reported their program offered hybrid course work (e.g., *some classes online but not all*;  $n = 154$ ), 77 indicated distance supervision existed (50%), 56 indicated it did not exist (36%), and 21 indicated they did not know (14%). For participants that reported their program had a full online option to complete coursework ( $n = 41$ ), 33 indicated distance supervision existed (80%), 6 indicated distance supervision did not exist (15%), and 2 did not know (5%). Oddly, 6 participants who indicated all course work could be completed online also indicated that distance supervision did not exist. Such an occurrence could be an indication of exceptions within programs for supervision requirements, a lack of knowledge of participants, or measurement error. Distance supervision existed in FtF, hybrid, and online programs.

Overall, 222 (33%) participants reported distance supervision existed in their program, 341 (51%) reported distance supervision did not exist, and 110 (16%) preferred not to respond or did not know. Of the  $n = 417$  participants that reported the name of their university, 146 (35%) reported distance supervision existed in their program, 201 (48%) reported distance supervision did not exist, and 70 (17%) preferred not to respond or did not know. For the 145 universities reported to be represented in the sample, distance supervision was reported for use in 72 universities. Half of the universities represented in the sample consisted of participants that reported their university offered distance supervision.

By region, of the 146 participants that listed their university name and that reported distance supervision was offered in their program, 76 (52%) represented the SACES region and 37 universities (51%), 21 (14%) represented the NCACES region and



16 universities (22%), 19 (13%) represented the RMACES region and 8 universities (11%), 16 (11%) represented the NARACES region and 7 universities (10%), and 14 (10%) represented the WACES region and 4 universities (6%). Within each region, for SACES 54% ( $n= 37$ ) of the 68 universities offered distance supervision, for NCACES 46% ( $n= 16$ ) of the 35 universities offered distance supervision, for RMACES 62% ( $n= 8$ ) of the 13 universities offered distance supervision, for NARACES 35% ( $n= 7$ ) of the 20 universities offered distance supervision, and for WACES 44% ( $n= 4$ ) of the 9 universities offered distance supervision.

### **Secondary Analyses**

The secondary purpose of the study was to examine delivery methods used in supervision by participants, types of technology, training on software programs, training on legal and ethical compliance, and perceptions of legal and ethical compliance.

**Software used in supervision.** Participants were also asked to specify the web conferencing software used to communicate in real time (e.g., Adobe Connect, Skype) during their experiences in university supervision at their current university. New response items were developed for other text responses for survey item 5 and recoded into existing response items as appropriate. Participants were also permitted to select all answer choices that applied. A total of 28 software programs were identified by participants for use in distance supervision. Most participants, 418 (62%) reported not having used any web conferencing software during their supervision experiences at their current university. Roughly 21% of participants ( $n= 142$ ) indicated having used only one platform, 10% ( $n= 64$ ) used 2 platforms, 4% ( $n= 29$ ) used 3 platforms, and 3% ( $n= 18$ ) used 4 or more platforms. The most frequently used software platforms were Skype

(16%;  $n = 110$ ) and then Adobe Connect (12%;  $n = 82$ ), Collaborate (8%;  $n = 56$ ), Face Time (6%;  $n = 38$ ), and Global Meeting (5%;  $n = 30$ ). Go To Meeting, WebCt, Wimba, Google Meeting, and Illuminate were used by 1%-4% of participants ( $n = 91$ ); and other software (see Table 2) were used by less than 1% of participants, respectively

Participants were requested to indicate the technology or methods used to share recorded client sessions between the supervisor and supervisee (e.g., hand delivered, DropBox, watch during session). New response items were developed for other text responses for survey item 6 and recoded into existing response items as appropriate. Participants were also offered the option to select all answer choices that applied. The majority of participants (57%;  $n = 383$ ) reported having supervision experiences in which they watched client sessions between the supervisor and supervisee during FtF supervision, 8% of participants ( $n = 52$ ) reported having watched client sessions in supervision via video web conferencing software, 43% of participants ( $n = 286$ ) have hand delivered session recordings between the supervisor and supervisee, 2%; ( $n = 12$ ) transferred session via a USB/CD/DVD, 12% of participants ( $n = 84$ ) used an university email to transfer sessions, and 4% of participants ( $n = 24$ ) used a private email. Specific to software programs or software platforms used to share client sessions, participants indicated 30 types of software programs. About 73% of participants ( $n = 492$ ) had not used any software to share sessions, 22% of participants ( $n = 145$ ) reported having experience with one software program, 4% of participants ( $n = 29$ ) reported using at least 2 software programs, and 1% of participants ( $n = 7$ ) reported using three or more programs. In rank order, the most frequently used programs were Dropbox (12%), Collaborate or the BlackBoard student information platform (5%), Googledocs (4%),

Wimba (2%), Box and Kaltura (1%); and other software were used by less than 1% of participants, respectively (see Table 2).

Participants were asked to identify the methods used to share supervision related paperwork between the supervisor and supervisee (e.g., hand delivered, Dropbox, email). New response items were developed for other text responses for survey item 7 and recoded into existing response items as appropriate. Participants were also offered the option to select all answer choices that applied. The vast majority of participants (68%;  $n = 460$ ) reported having supervision experiences in which they hand delivered paperwork, (55%;  $n = 374$ ) have used a university email, (11%;  $n = 71$ ) have used a private email, (9%;  $n = 61$ ) have mailed paperwork using a postal service, (1% or less) have used a university server, fax, or a USB/CD/DVD. When examining the software programs used, 21 programs were identified by participants. Roughly 62% of participants ( $n = 415$ ) indicated not having used any software programs, 30% of participants ( $n = 200$ ) used one software program, 7% of participants ( $n = 47$ ) used 2 programs, and 1% of participants ( $n = 11$ ) used 3 or more programs during their experiences in university supervision. The most popular programs used were as follows: (22%;  $n = 149$ ) BlackBoard, (10%;  $n = 70$ ), Dropbox, (4%;  $n = 29$ ), Googledocs, (3%;  $n = 19$ ) Live Text, (2%;  $n = 14$ ) Canvas, (1%, respectively) indicated Box and Moodle; 1% or less indicated using other programs (see Table 2), respectively.

### **Training on Software**

For the software programs reported for use in supervision, participants were asked to indicate the software they received any form of training on (e.g., formal or non-formal). Only 5% of participants ( $n = 32$ ) receive some form of training on all the

software specified for use, 8% ( $n= 50$ ) participants received training on some but not all programs listed, 42% ( $n= 274$ ) participants did not receive any training, 45% ( $n= 291$ ) participants indicated not using any technology in supervision. Of the participants ( $n= 356$ ) that used web conferencing software, software to transfer recorded sessions, or software to transfer paperwork, only 9% ( $n= 32$ ) received training on all software specified, 14% ( $n= 50$ ) received training on some, and 77% ( $n= 274$ ) received no training.

### **Training on HIPAA, FERPA, ACA Code of Ethics**

Participants were asked to report the types of training received regarding the technology used in supervision in the areas of HIPAA, FERPA, and the ACA Code of Ethics. The response items (*university training, another entity, self training, none, prefer not to respond, and I did not use technology in supervision*) allowed participants to select all response that apply. Regarding training on HIPAA compliance 42% of participants ( $n= 284$ ) received training from their university (e.g., supervisor, class), 22% of participants ( $n= 147$ ) received training outside of their university (e.g., workshop, conference, seminar), 30% of participants ( $n= 205$ ) received self training, 14% of participants ( $n= 96$ ) received no training, 1% of participants ( $n= 6$ ) preferred not to say, and 15% of participants ( $n= 100$ ) did not use technology in supervision. Of the participants that used technology in supervision ( $n= 573$ ), 491 (86%) received training, and of those that received training, 76% ( $n= 372$ ) received one of the three forms of training, 19% ( $n= 93$ ) received two of the forms of training, and 5% ( $n= 26$ ) received all three forms of training.

For training on FERPA compliance 42% of participants ( $n= 280$ ) received training from their university (e.g., supervisor, class), 14% ( $n= 94$ ) received training outside of their university (e.g., workshop, conference, seminar), 25% ( $n= 166$ ) received self training, 21% ( $n= 143$ ) received no training, 1% ( $n= 8$ ) preferred not to say, and 15% ( $n= 99$ ) did not use technology in supervision. Of the participants that used technology in supervision ( $n= 574$ ), 444 (77%) received training, and of those that received training, 81% ( $n= 360$ ) received one of the three forms of training, 16% ( $n= 72$ ) received two of the forms of training, and 3% ( $n= 12$ ) received all three forms of training.

Last, regarding training on the ACA Code of Ethics, 54% of participants ( $n= 363$ ) received training from their university (e.g., supervisor, class), 22% of participants ( $n= 143$ ) received training outside of their university (e.g., workshop, conference, seminar), 38% ( $n= 253$ ) received self training, 7% ( $n= 49$ ) received no training, less than 1% ( $n= 3$ ) preferred not to say, and 14% ( $n= 97$ ) did not use technology in supervision. For the participants that used technology in supervision ( $n= 576$ ), 546 (95%) received training, and of those that received training, 71% ( $n= 389$ ) received one of the three forms of training, 18% ( $n= 101$ ) received two of the forms of training, and 10% ( $n= 56$ ) received all three forms of training.

### **Perception of HIPAA, FERPA, ACA Code of Ethics Compliance**

Participants were asked to indicate how frequently they used technology in supervision within HIPAA, FERPA, and ACA Code of Ethics compliance. Response items included *never*, *rarely*, *some of the time*, *most of the time*, *always*, *I don't know*, *prefer not say*, and *I did not use technology in supervision*. Regarding perceptions of HIPAA compliance 7% ( $n= 46$ ) indicated *never*, 6% ( $n= 44$ ) indicated *rarely*, 7% ( $n=$

48) indicated *some of the time*, 17% ( $n = 115$ ) indicated *most of the time*, 34% ( $n = 231$ ) indicated *always*, 9% ( $n = 58$ ) *I don't know*, less than 1% ( $n = 5$ ) *preferred not to say*, and 19% ( $n = 126$ ) indicated not having used technology in supervision. For participants that responded to the Likert items ( $n = 484$ ), the average score was a 3.91 ( $SD = 1.34$ ).

For participant perceptions of FERPA compliance 9% ( $n = 62$ ) indicated *never*, 6% ( $n = 43$ ) indicated *rarely*, 6% ( $n = 39$ ) indicated *some of the time*, 13% ( $n = 88$ ) indicated *most of the time*, 33% ( $n = 235$ ) indicated *always*, 12% ( $n = 83$ ) *I don't know*, less than 1% ( $n = 5$ ) *preferred not to say*, and 19% ( $n = 128$ ) indicated not having used technology in supervision. Regarding the participants that responded to the Likert items ( $n = 457$ ), the average score was a 3.81 ( $SD = 1.46$ ). Frequency and mean scores for perceptions of HIPAA and FERPA compliance were very similar with the exception of a 4% increase (from HIPAA to FERPA perceptions) for participants that did not know if they were using technology in supervision within compliance when moving from HIPAA to FERPA.

Last, for participant perceptions of ACA Code of Ethics compliance 5% ( $n = 33$ ) indicated *never*, 4% ( $n = 30$ ) indicated *rarely*, 7% ( $n = 49$ ) indicated *some of the time*, 16% ( $n = 106$ ) indicated *most of the time*, 41% ( $n = 278$ ) indicated *always*, 8% ( $n = 53$ ) *I don't know*, less than 1% ( $n = 3$ ) *preferred not to say*, and 18% ( $n = 121$ ) indicated not having used technology in supervision. Regarding the participants that responded to the Likert items ( $n = 496$ ), the average score was a 4.14 ( $SD = 1.28$ ). Based upon observation of frequency distributions across the Likert items for HIPAA, FERPA, and ACA Code of Ethics compliance, participants most often reported a higher level of compliance in reference to the ACA Code of Ethics than for HIPAA and FERPA.

Said another way, when percentages are adjusted by excluding the participants that indicated they did not use technology in supervision from the sample ( $n= 547$  for HIPAA,  $n= 554$  for FERPA,  $n= 553$  for the ACA Code of Ethics), 42% of participants perceived that they always used technology in supervision within HIPAA ( $n=231$ ) and FERPA ( $n=235$ ) compliance, and 50% ( $n=278$ ) of participants perceived they always used technology in supervision within ACA Code of Ethics compliance. Half to less than half of the sample that used technology in supervision perceived that they always used it within HIPAA, FERPA, and ACA Code of Ethics compliance.

### **Discussion**

Thirty three percent ( $n= 215$ ) of participants indicated distance supervision existed in their program; 72 universities (50%) of the universities represented in the sample, offered synchronous distance supervision. The most recent study that examined the prevalence of distance supervision in counselor education (Wantz et al. 2003) surveyed 127 programs (CACREP and non-CACREP-accredited) and indicated that for 50 of institutions, 38% of the 91 supervisors surveyed indicated distance supervision existed in their programs. However, it appears that asynchronous (e-mail) and synchronous (telephone) methods were used to define conducting distance supervision.

When conducting synchronous distance supervision, the software utilized to facilitate supervision is an important consideration to ensure the technology used is capable of meeting the logistical requirements of conducting supervision. The current study provided a detailed list of 28 software programs utilized to communicate in real time, 30 software programs utilized to share client sessions, and 21 software programs used to share supervision paperwork and indicated the most frequently used programs.

However, of the participants ( $n = 356$ ) that used software in supervision only 9% ( $n = 32$ ) received training on all software specified, 14% ( $n = 50$ ) received training on some, and 77% ( $n = 274$ ) received no training.

A discrepancy was observed between participant training on HIPAA, FERPA, and the ACA Code of Ethics on using technology in supervision and the sparse amount of training received by participants on the software used in supervision. was reflected in participants' perceptions of legal and ethical compliance. When percentages are adjusted by excluding the participants that indicated they did not use technology in supervision from the sample, 42% of participants perceived that they always used technology in supervision within HIPAA ( $n = 231$ ) and FERPA ( $n = 235$ ) compliance, and 50% ( $n = 278$ ) of participants perceived they always used technology in supervision within ACA Code of Ethics compliance.

The ACA Code of Ethics (ACA, 2014) requires that "when using technology in supervision, counselor supervisors are competent in the use of those technologies" (p.13). Although not ethically required, training in the area of any new skill can lead to competence. Competence means more than merely understanding how to make the software function, but to gain the ability to understand the software's limitation for legal and ethical compliance. Especially so, since ACA (2014) also requires that "supervisors take the necessary precautions to protect the confidentiality of all information transmitted through any electronic means" (p. 13). For example, Adobe Connect can be used within HIPAA compliance (e.g., 256-bit encryption and BAA is offered); however, no program is HIPAA compliant in and of itself. A software program that can be used within



compliance is half the battle; the other half is the user's knowledge of how to use the program within legal and ethical compliance.

There are two factors to consider when learning to use technology in supervision within legal and ethical compliance. First, participants must understand how the software functions. Second, a participant must understand the legal and ethical regulations. Having knowledge of the legal and ethical requirements for using technology in supervision would allow participants to determine which software programs can be used within legal and ethical compliance. Second, it is essential for participants to learn the functions of the software so it may then be used within legal and ethical compliance. An understanding of the functions of the software is a pre-requisite skill that will allow participants to apply their knowledge of HIPAA, FERPA, and ACA requirements to using technology in supervision within legal and ethical compliance. Based upon the lack of training reported on software; reports of HIPAA, FERPA, and ACA Code of Ethics training; as well as participant perceptions of legal and ethical compliance, counselor education programs may benefit from collaborating with their technical services department to arrange training opportunities for students and staff of the software used in supervision.

### **Limitations**

As with any study, some limitations existed. Regarding internal validity although procedures were conducted to establish the content validity of the survey, the findings relied solely upon self-report data. Measurement error may have also been a limitation, for example, items such as those requesting participants to indicate the software programs used in supervision consisted of at least 15 response items in addition to an *other* text response. Participants may not have read all response items or reported all software used.

Additionally, recall bias may have been an issue considering participants were requested to recall information regarding their collective past experiences in supervision at their current university.

Regarding external validity, the findings may not be generalizable to non-CACREP-accredited programs. Additionally, a little under half of the CACREP universities eligible were represented in the study. Sixty percent ( $n= 417$ ) of participants agreed to provide the name of their university to assist in estimating the scope of universities represented within the survey population. Although additional universities are likely represented within the remaining 40% ( $n= 256$ ) of participants that did not indicate their university, only half the survey population of universities can be confirmed to be represented in the sample. Last coverage error may have been a threat to external validity considering the survey heavily relied upon gatekeepers (program administrators) to distribute the survey to students and faculty.

### **Future Research Directions**

Resulting from the data analyses conducted, a number of implications have emerged for future research studies to build upon the findings of the current study. Future studies could further explore the relationship between training on software, training on legal and ethical compliance for technology in supervision, and perceptions of compliance. The vast majority of the sample indicated receiving training on how to use technology in supervision regarding legal and ethical compliance; yet, less than half the sample reported *always* using technology within legal and ethical compliance. From a qualitative perspective, a grounded theory could be useful to gain an understanding of the obstacles facing participants for using distance supervision within compliance. From a

quantitative perspective, an instrument could be developed to measure knowledge and perceptions of legal and ethical compliance, and relationships between the training received, knowledge of legal and ethical compliance, and perceptions of compliance could be examined. An additional study could also be conducted (e.g., quantitative content analysis) on all software programs specified for use in supervision to develop a reference list of software programs capable of HIPAA, FERPA, and ACA Code of Ethics compliance. Such a list could mitigate the mystery surrounding the selection of legally compliant software programs for distance supervision and provide counselor education programs an empirical reference point for selecting software for use in distance supervision.

## References

- American Counseling Association. (2014). *ACA code of ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
- Bubenzer, D., & West, J. (1991). Use of live supervision on counselor preparation. *Counselor Education & Supervision*, 30(4), 301.
- Coker, K. & Schooley, A. (2009). *Investigating the effectiveness of clinical supervision in a CACREP-accredited on-line counseling program*. Paper presented at the National Conference of the Association for Counselor Education and Supervision, San Diego, CA. Retrieved from [http://www.counselingoutfitters.com/vistas/vistas12/Article\\_42.pdf](http://www.counselingoutfitters.com/vistas/vistas12/Article_42.pdf)
- Council for Accreditation for Counseling, Related Educational Programs. (2009). *CACREP accreditation standards and procedures manual*. Alexandria, VA: Author.
- Council for Accreditation of Counseling and Related Educational Programs. (2015). *CACREP's online interactive directory*. Retrieved from [http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program\\_type\\_id=&program\\_characteristic\\_prev=&online=1&keywords=&submitthis=](http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program_type_id=&program_characteristic_prev=&online=1&keywords=&submitthis=)
- Dubbi, M., Raggi, M., Reynolds, J. (2012, March). *Distance supervision the PIDIB model*. Paper presented at the American Counseling Association Conference, San Francisco, CA. Retrieved from [http://www.counselingoutfitters.com/vistas/vistas12/Article\\_82.pdf](http://www.counselingoutfitters.com/vistas/vistas12/Article_82.pdf)

Health Insurance Portability and Accountability Act (HIPAA) of 1996, Pub. L., 104–191,  
11- Stat.1936. Retrieved from

<http://www.hhs.gov/ocr/privacy/hipaa/administrative/statute/index.html>

Health Information Technology, 45 C.F.R §170 (2012) . Public Welfare, Subtitle A,  
Department of Health and Human Services, Subchapter D, Part 170, Subpart B.  
Retrieved from <https://www.law.cornell.edu/cfr/text/45/170.210>

Health Information Technology for Economic and Clinical Health Act of 2009, Title  
XIII of Division A and Title IV of Division B of the American Recovery and  
Reinvestment Act of 2009 (ARRA), Pub. L. No. 111–  
5.<http://www.hhs.gov/ocr/privacy/hipaa/administrative/enforcementrule/hitechenf>  
[orcementifr.html](http://www.hhs.gov/ocr/privacy/hipaa/administrative/enforcementrule/hitechenf)

HIPAA Final Omnibus Rule 45 C.F.R. (2012). Public Welfare, Subtitle A, Department of  
Health and Human Services, Subchapter 3, Administrative data standards and  
related requirements: Privacy and security, Part 160-164. Retrieved from  
<http://www.hipaasurvivalguide.com/hipaa-regulations/hipaa-regulations.php>

HIPAA Privacy Rule §164 (2003). Public Welfare, Subtitle A, Department of Health and  
Human Services, Subchapter C, Part 160, Subpart A & B. Retrieved from  
<http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/>

HIPAA Security Rule, 45 C.F.R §164 (2003). Public Welfare, Subtitle A, Department  
of Health and Human Services, Subchapter C, Part 160, Subpart A & B. Retrieved  
from [http://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule](http://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule/index.html)  
[/index.html](http://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule/index.html)

- HIPAA Survival Guide (2015). *HIT standards 170.210*. Retrieved from <http://www.hipaasurvivalguide.com/hit-subchapter-d/hit-170-210.php>
- Family Education Rights and Privacy Act (FERPA) 34 C.F.R.(1974). Education, Title 34, Subtitle A, Part 99. Retrieved from <https://www.law.cornell.edu/cfr/text/34/part-99>
- McAdams, C. R., & Wyatt, K. (2010). The regulation of technology-assisted distance counseling and supervision in the United States: An analysis of current extent, trends, and implications. *Counselor Education And Supervision*, 49(3), 179-192. doi: 10.1002/j.1556-6978.2010.tb00097.x
- McDonald, S. (2008). A few things about E-FERPA. *The Chronicle of Higher Education*. 32(54). Retrieved from <http://www.educause.edu/blogs/smcDonald/few-things-about-e-ferpa>
- Nelson, J. A., Nichter, M., & Henriksen, R. (2010). On-line supervision and face-to-face supervision in the counseling internship: An exploratory study of similarities and differences. Retrieved from <http://counselingoutfitters.com>
- Olson, M. M., Russell, C. S., & White, M. B. (2001). Technological implications for clinical supervision and practice, *The Clinical Supervisor*, 20(2), 2
- Vaccaro, N. & Lambie, G. W. (2007). Computer-based counselor-in-training supervision: Ethical and practical implications for counselor educators and supervisors. *Counselor Education & Supervision*, 47, 46-57.
- US Department of Education, National Center for Educational Statistics. (2011). *Learning at a distance*. (NCES 2012-154). Retrieved from <http://nces.ed.gov/pubs2012/2012154.pdf>

Wantz, R. A., Tromski, D. M., Mortsof, G. Y., Yoxtheimer, C. J., Brill, G., & Cole, A.

(2003). Incorporating distance learning into counselor education programs: A research study. In J. W. Bloom & G. R. Waltz (Ed.), *Cybercounseling and cyberlearning: An encore* (pp. 327-344). Greensboro, NC:

Watson, J. C. (2003). Computer-based supervision: Implementing computer technology into the delivery of counseling supervision. *Journal of Technology in Counseling*, 3(1), 1.

Table 1

*Frequency Distribution for Software Used in Supervision*

<i>Method</i>	<i>Web Conferencing</i>			<i>Recorded Sessions</i>			<i>Paperwork</i>		
	<i>N</i>	<i>%</i>	<i>Method</i>	<i>N</i>	<i>%</i>	<i>Method</i>	<i>N</i>	<i>%</i>	<i>%</i>
None	418	62.11	Watched.FtF.Session	383	56.91	Hand.Delivered	460	68.35	
Skype	110	16.34	Hand.Delivered	286	42.50	University.Email	374	55.57	
Adobe.Connect	82	12.18	University.Email	84	12.48	Black.Board	149	22.14	
Collaborate	56	8.32	Drop.Box	79	11.74	Private.Email	71	10.55	
Face.Time	38	5.65	Watched.Video.Session	52	7.73	Drop.Box	70	10.40	
Global.Meeting	30	4.46	Collaborate.BB	32	4.75	Snail.Mail	61	9.06	
Go.To.Meeting	23	3.42	Google.Docs	30	4.46	Google.Docs	29	4.31	
WebCT	23	3.42	Private.Email	24	3.57	Live.Text	19	2.82	
Web.Ex	13	1.93	None	17	2.53	Canvas	14	2.08	
Wimba	12	1.78	University.Server	15	2.23	Box	8	1.19	
Google.Open.Meeting	10	1.49	USB.CD.DVD	12	1.78	Moodle	8	1.19	
Illuminate	10	1.49	Wimba	11	1.63	University.Server	8	1.19	
Other	31	4.63	Snail.Mail	9	1.34	TK20	7	1.04	
Missing	5	.74	Box	7	1.04	None	3	0.45	
			Kaltura	7	1.04	USB.CD.DVD	2	0.30	
			Other	55	8.21	Other	29	4.33	
			Missing	15	2.23	Missing	4	0.59	

Note: Other responses indicated software programs used by less than 1% of participants. Web Conferencing other consisted of VSee, Zoom, Click Meeting, Fuze Meeting Pro, InterCall, Canvas, FreeConferenceCall.com/Tanberg, Jabber, University of VSee, iMeet, Infinite Conferencing, ooVoo, AnyMeeting, Desire to Learn, Moodle, and MSN Video Chat. For recorded session other consisted of Hightail/yousentit.com, Panopto, WebCT, Adobe Connect, Illuminate, ZendTo, Acclaim, Ensemble, Mile Stone, Zip.Cloud, Canvas, Go To Meeting, Landro, Life Size, Live Text, Titanium, Just Cloud, Sugar Sync, Arcadia, Apple TV, ChalkandWire, Clinicaam, Desire 2 Learn, Learning Space. Paperwork other responses included WebCT, Desire2Learn, Chalk and Wire, Fax, Citrix Share File, Learning Space, Qualtrics, Sakai, BackupGenie, JustCloud, Morpheus, Adobe Connect, Titanium, Typhon.



## References

- ACESOnline. (2014). Leadership. Retrieved from <http://www.acesonline.net/about-aces/leadership/>
- American Counseling Association. (2014). *ACA code of ethics*. Retrieved from [http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn= 4](http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4)
- American Counseling Association. (2015a). *Membership benefits*. Retrieved from <http://www.counseling.org/membership/membership-benefits>
- American Counseling Association. (2015b). *ACA divisions*. Retrieved from <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions>
- American Counseling Association. (2015c). *Listserves*. Retrieved from <http://www.counseling.org/aca-community/listservs>
- American Counseling Association. (2005). *ACA code of ethics*. Retrieved from [http://soe-server2.hunter.cuny.edu/assessment/ACA\\_2005\\_Ethical\\_Code.pdf](http://soe-server2.hunter.cuny.edu/assessment/ACA_2005_Ethical_Code.pdf)
- American Distance Counseling Association. (2013). *Welcome*. Retrieved from <http://www.adca-online.org/>
- American School Counselor Association. (2010). *Ethical standards for school counselors*. Retrieved from <http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>
- Association of Counselor Education and Supervision. (2011). *Best practices in clinical supervision*. Retrieved from <http://www.acesonline.net/wp-content/uploads/2011/10/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf>

- Babson Survey Research Group and Quahog Research Group. (2011). *Going the distance: Online education in the United States*. Babson Survey Research Group and Quahog Research Group. Retrieved from <http://www.onlinelearningsurvey.com/reports/goingthedistance.pdf>
- Babson Survey Research Group and Quahog Research Group. (2013). *Changing course: Ten years of tracking online education in the United State*. Babson Survey Research Group and Quahog Research Group. Retrieved from <http://www.onlinelearningsurvey.com/reports/changingcourse.pdf>
- Bahrnick, A. S. (1990). Role induction for counselor trainees: Effects on the supervisory working alliance. *Dissertation Abstracts International*, 51, 1484B.
- Bernard, J. M., & Goodyear, R. K. (2014). *The fundamentals of clinical supervision* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Bordin, E. S. (1979). The generalizability of the psychodynamic concept of the working alliance. *Psychotherapy*, 16, 252-260.
- Bordin, E. S. (1983). A working alliance based model of supervision. *The Counseling Psychologist*, 77, 35-41.
- Butler, S. K., & Constantine, M. G. (2006). Web-based peer supervision, collective self esteem and case conceptualization ability in school counselor trainees. *Professional School Counseling*, 10, 146-152. Retrieved from <http://www.schoolcounselor.org/content.asp?contentid=235>
- Bubenzer, D., & West, J. (1991). Use of live supervision on counselor preparation. *Counselor Education & Supervision*, 30(4), 301.

- Busseri, M. A., & Tyler, J. D. (2003). Interchangeability of the working alliance inventory and working alliance inventory, short form. *Psychological Assessment*, 15, 193-197.
- Campbell, D. T., & Stanley, J. C. (1963). Experimental and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.), *Handbook of research on teaching* (pp.171–246). Chicago, IL: Rand McNally.
- Chapman, R. A. (2008). Cybersupervision of entry level practicum supervisees: The effect on acquisition of counselor competence and confidence. *Journal of Technology in Counseling*, 5(1), 3.
- Chapman, R. A., Baker, S. B., Nassar-McMillan, S. C., & Gerler, E. R. (2011). Cybersupervision: Further Examination of Synchronous and Asynchronous Modalities in Counseling Practicum Supervision. *Counselor Education And Supervision*, 50(5), 298-313.
- Carlisle, R. M., Carlisle K. L., Hill T., Kirk-Jenkins A.J., & Polychronopoulos G.B. (2013). Distance supervision in human services. *Journal of Human Services* 33, 19-31.
- Cashwell, T. H., & Dooley, K. (2001). The impact of supervision on counselor self-efficacy. *Clinical Supervisor*, 20(1), 39-47.
- Centers for Medicare and Medicaid Services. (2014). Are you a covered entity? Retrieved from <http://www.cms.gov/Regulations-and-Guidance/HIPAA-Administrative-Simplification/HIPAAGenInfo/AreYouaCoveredEntity.html>
- CESNET. (2015). *CESNET-L Information*. Retrieved from <http://cesnet-l.net/survey/index.html>

- Chen, E. C., & Bernstein, B. L. (2000). Relations of complimentary and supervisory issues to supervisory working alliance: A comparative analysis of two cases. *Journal of Counseling Psychology*, 47(4), 485-497. doi: 10.1037/0022-0167.47.4.485
- Clingerman, T. L., & Bernard, J. M. (2004). An investigation of the use of e-mail as a supplemental sodality for clinical supervision. *Counselor Education & Supervision*, 44(2), 82-95.
- Cohen, J. 1988. Statistical power analysis for the behavioral sciences. Hillsdale, NJ: Erlbaum
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-159.
- Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Coker, J., Jones, W., Staples, P. A., & Harbach, R. L. (2002). Cybersupervision in the first practicum: Implications for research and practice. *Guidance & Counseling*, 18(1), 33. Retrieved from EBSCO Host.
- Coker, K. & Schooley, A. (2009). *Investigating the effectiveness of clinical supervision in a CACREP-accredited on-line counseling program*. Paper presented at the National Conference of the Association for Counselor Education and Supervision, San Diego, CA. Retrieved from [http://www.counselingoutfitters.com/vistas/vistas12/Article\\_42.pdf](http://www.counselingoutfitters.com/vistas/vistas12/Article_42.pdf)
- Computer Discount Warehouse- Government. (2011). 21st-Century Campus Report. [http://download.1105media.com/CAM/conf/2011/Presentations/T09\\_Andrew-Lausch\\_The-21st-Century-Campus-Students-Tell-It-Like-It-Is\\_07-26-201.pdf](http://download.1105media.com/CAM/conf/2011/Presentations/T09_Andrew-Lausch_The-21st-Century-Campus-Students-Tell-It-Like-It-Is_07-26-201.pdf)

- Conn, S. R., Roberts, R. L., & Powell, B. M. (2009). Attitudes and satisfaction with a hybrid model of counseling supervision. *Journal of Educational Technology & Society*, 12(2), 298-306. Retrieved from EBSCO Host.
- Cook, J. E., & Doyle, C. (2002). Working alliance in online therapy as compared to face-to-face therapy: Preliminary results. *CyberPsychology & Behavior*, 5(2), 95-105. doi:10.1089/109493102753770480.
- Costa, P. T., Jr., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO PI-R)*. Odessa, FL: Psychological Assessment Resources, Inc.
- Council for Accreditation for Counseling, Related Educational Programs. (2009). *CACREP accreditation standards and procedures manual*. Alexandria, VA: Author.
- Council for Accreditation of Counseling and Related Educational Programs. (2014). *CACREP's online interactive directory*. Retrieved from [http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program\\_type\\_id=&program\\_characteristic\\_prev=&online=1&keywords=&submitthis=](http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program_type_id=&program_characteristic_prev=&online=1&keywords=&submitthis=)
- Council for Accreditation of Counseling and Related Educational Programs. (2015). *CACREP's online interactive directory*. Retrieved from [http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program\\_type\\_id=&program\\_characteristic\\_prev=&online=1&keywords=&submitthis=](http://www.cacrep.org/directory/directory.cfm?state=&degreeLevel=&program_type_id=&program_characteristic_prev=&online=1&keywords=&submitthis=)
- Crockett, S.A. (2011). *The role of supervisor-supervisee cultural differences, supervisor multicultural competence, and the supervisory working alliance in supervision outcomes: A moderated mediation model*.
- CSI-Net (2014). Chapters. Retrieved from <http://www.csi-net.org/?page=Chapters>

- Dillman, D. A. (2007). *Mail and internet surveys : the tailored design method / Don A. Dillman*. Hoboken, N.J. : Wiley, c2007.
- Demiray, U., & Sever, N. (2009). The challenges for marketing distance education in online environment: An integrated approach. *Online Submission*.
- Dickens, A. (2010). *Satisfaction of supervisory working alliance: Distance versus face-to-face*. ProQuest LLC. Retrieved from <http://udini.proquest.com/view/satisfaction-of-supervisory-working-goid:205438001/>
- Dubbi, M., Raggi, M., Reynolds, J. (2012, March). *Distance supervision the PIDIB model*. Paper presented at the American Counseling Association Conference, San Francisco, CA. Retrieved from [http://www.counselingoutfitters.com/vistas/vistas12/Article\\_82.pdf](http://www.counselingoutfitters.com/vistas/vistas12/Article_82.pdf)
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology*, 37, 322-329.
- Family Education Rights and Privacy Act (FERPA) 34 C.F.R(1974). Education, Title 34, Subtitle A, Part 99. Retrieved from <https://www.law.cornell.edu/cfr/text/34/part-99>
- Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web survey: A systematic review. *Computers In Human Behavior*, 26, 132-139.  
doi:10.1016/j.chb.2009.10.015
- Fernando, D. M., & Hulse-Killacky, D. (2005). The relationship of supervisory styles to satisfaction with supervision and the perceived self-efficacy of master's-level counseling students. *Counselor Education and Supervision*, 44, 293-304.  
doi: 10.1002/j.1556-6978.2005.tb01757.x

- Field, A. (2009). *Discovering statistics using SPSS*. Thousand Oaks, CA.: SAGE
- Friedlander, M.L., & Snyder, J. (1983). Trainees' expectations for the supervisory process: Testing a developmental model. *Counselor Education and Supervision*, 22, 341-348.
- Friedlander, M. L., & Ward, L. G. (1984). Development and validation of the Supervisory Styles Inventory. *Journal of Counseling Psychology*. 31. 541-557.
- Gainor, K. A., & Constantine, M. G. (2002). Multicultural group supervision: A comparison of in-person versus web-based formats. *Professional School Counseling*, 6(2), 104-111.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn & Bacon.
- Hayden, E., Navedo, D., & Gordon, J. (2012). Web-conferenced simulation sessions: A satisfaction survey of clinical simulation encounters via remote supervision. *Telemedicine Journal and E-Health: The Official Journal of the American Telemedicine Association*, 18, 525-529. doi:10.1089/tmj.2011.0217
- Heckman, J. J. (1989). Causal Inference and Nonrandom Samples. *Journal of Educational Statistics*, (2). 159-168.
- Heppner, P.P., Wampold, B.E., Kivlighan, D.M. (2008). *Research Design in Counseling* (3<sup>rd</sup>ed.). Belmont, CA: Thomson Brooks/Cole.
- Health Insurance Portability and Accountability Act (HIPAA) of 1996, Pub. L., 104–191, 11- Stat.1936. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/administrative/statute/index.html>

Health Information Technology, 45 C.F.R §170 (2012) . Public Welfare, Subtitle A,  
 Department of Health and Human Services, Subchapter D, Part 170, Subpart B.  
 Retrieved from <https://www.law.cornell.edu/cfr/text/45/170.210>

Health Information Technology for Economic and Clinical Health Act of 2009, Title  
 XIII of Division A and Title IV of Division B of the American Recovery and  
 Reinvestment Act of 2009 (ARRA), Pub. L. No. 111–  
 5.<http://www.hhs.gov/ocr/privacy/hipaa/administrative/enforcementrule/hitechenf>  
[orcementifr.html](http://www.hhs.gov/ocr/privacy/hipaa/administrative/enforcementrule/hitechenf)

HIMSS. (2012). Risk Assessment Toolkit: Addressing Encryption of Data at Rest in the  
 HIPAA Security Rule and EHR Incentive Program Stage 2 Core Measures.  
 Retrieved from  
<http://www.caretech.com/upload/docs/Collateral/IT/White%20Papers/HIMSS%20Risk%20Assessment%20Toolkit.pdf>

Hinton, K. (2007, March). *Multicultural education online for graduate teachers: Some challenges*. 51st Annual Conference of the Comparative and International Education Society, Baltimore, Maryland.

HIPAA Final Omnibus Rule 45 C.F.R. (2012). Public Welfare, Subtitle A, Department of Health and Human Services, Subchapter 3, Administrative data standards and related requirements: Privacy and security, Part 160-164. Retrieved from <http://www.hipaasurvivalguide.com/hipaa-regulations/hipaa-regulations.php>

HIPAA Privacy Rule §164 (2003). Public Welfare, Subtitle A, Department of Health and Human Services, Subchapter C, Part 160, Subpart A & B. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/administrative/privacyrule/>



- HIPAA Security Rule, 45 C.F.R §164 (2003). Public Welfare, Subtitle A, Department of Health and Human Services, Subchapter C, Part 160, Subpart A & B. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/administrative/securityrule/index.html>
- HIPAA Survival Guide (2015). *HIT standards 170.210*. Retrieved from <http://www.hipaasurvivalguide.com/hit-subchapter-d/hit-170-210.php>
- Holloway, E.L., & Wampold, B.E. (1984, August). *Dimensions of satisfaction in the supervision interview*. Paper presented at the meeting of the American Psychological Association Convention, Toronto, Canada,
- Horvath, A. O., & Greenberg, L. S. (1989). Development and validation of the Working Alliance Inventory. *Journal of Counseling Psychology*, 36, 223-233.
- Humeidan, M. A. (2002). Counseling self-efficacy, supervisory working alliance, and social influence in supervision. Dissertation Abstracts International, 63(03).
- Kanz, J. E. (2001). Clinical-supervision.com: Issues in the provision of online supervision. *Professional Psychology: Research and Practice*, 32, 415-420.  
doi:10.1037/0735-7028.32.4.415
- Kincaid, S. (Ed.). (2004). *Technology in human services: Using technology to improve quality of life* [Monograph]. Council for Standards in Human Services Education.
- Kozina, K., Grabovari, N., De Stefano, J., & Drapeau, M. (2010). *Measuring changes in counselor self efficacy: Further validation and implications for training and supervision*. *The Clinical Supervisor*, 29, 117-127.
- Ladany, N., Ellis, M. V., & Friedlander, M. L. (1999). The supervisory working alliance, trainee self-efficacy, and satisfaction. *Journal of Counseling and Development*,

77(4) 447-455. doi: 10.1002/j.1556-6676.1999.tb02472.x

Ladany, N., & Lehrman-Waterman, D. (1999). The content and frequency of supervisor self-disclosures and their relationship to supervisor style and the supervisory working alliance. *Counselor Education & Supervision, 38*(3), 143-160. doi: 10.1002/j.1556-6978.1999.tb00567.x

Lahey, S. (2008). *A quantitative examination of distance and traditional counselor education supervision modalities*. (Order No. 3319385, Regent University). *ProQuest Dissertations and Theses*, Retrieved from <http://search.proquest.com/docview/304818701?accountid=12967>. (304818701).

Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A., & Toulouse, A. L. (1992). Development and validation of the Counseling Self-Estimate Inventory. *Journal of Counseling Psychology, 39*(1), 105-120. doi:10.1037/0022-0167.39.1.105

Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A Conceptual Model. *The Counseling Psychologist, 10*(1), 3-42. doi:10.1177/0011000082101002

McAdams, C. R., & Wyatt, K. (2010). The regulation of technology-assisted distance counseling and supervision in the United States: An analysis of current extent, trends, and implications. *Counselor Education And Supervision, 49*(3), 179-192. doi: 10.1002/j.1556-6978.2010.tb00097.x

McCarthy, A. K. (2013). Relationship between supervisory working alliance and client outcomes in state vocational rehabilitation counseling. *Rehabilitation Counseling Bulletin, 57*(1), 23-30. doi:10.1177/0034355213484177

- McDonald, S. (2008). A few things about E-FERPA. *The Chronicle of Higher Education*. 32(54). Retrieved from <http://www.educause.edu/blogs/smcdonal/few-things-about-e-ferpa>
- McNeill, B. W., Stoltenberg, C. D., & Romans, J. S. (1992). The integrated developmental model of supervision: Scale development and validation procedures. *Professional Psychology: Research and Practice*, 23, 504-508.
- Needham, M. D., & Vaske, J. J. (2008). Survey implementation and sampling. In J. J. Vaske (Ed.), *Survey research and analysis: Applications in human dimensions of natural resources* (pp.173-222). State College, PA: Venture Publishing.
- Nelson, M.E. & Friedlander, M.L. (2001). A close look at conflictual supervisory relationships: the trainees perspective. *Journal of Counseling Psychology*, 48, (4), 384-395.
- Nelson, J. A., Nichter, M., & Henriksen, R. (2010). On-line supervision and face-to-face supervision in the counseling internship: An exploratory study of similarities and differences. Retrieved from <http://counselingoutfitters.com>
- Olson, M. M., Russell, C. S., & White, M. B. (2001). Technological implications for clinical supervision and practice, *The Clinical Supervisor*, 20(2), 2
- Osborne, J. W. & Waters, E. (2002). Four assumptions of multiple regression that researchers should always test. *Practical Assessment, Research & Evaluation*, 8(2).
- Osborne, J. W. (2015). Best practices in logistic regression. Thousand Oaks, CA: SAGE.

- Ladany, N., Hill, C. E., Corbett, M. M., & Nutt, E. A. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. *Journal of Counseling Psychology*, 43, 10-24.
- Ladany, N., & Inman, A. G. (2012). Training and supervision. In E. M. Altmaier & J. C. Hansen (Eds.), *The Oxford handbook of counseling psychology*. New York: Oxford University Press.
- Ladany, N., & Lehrman-Waterman, D. E. (1999). The content and frequency of supervisor self-disclosures and their relationship to supervisor style and the supervisory working alliance. *Counselor Education and Supervision*, 38, 143-160.
- Larson, L.M., Suzuki, L.A., Gillespie, K.N., Potenza, M.T., Bechtel, M.A., Toulouse, A.L.(1992). Development and validation of the Counseling Self-Estimate Inventory. *Journal of Counseling Psychology*, 39,105–20
- Layne, C. M., & Hohenshil, T. H. (2005). High tech counseling: Revisited. *Journal of Counseling & Development*, 83, 222-226.
- Lorenz, D.C. (2009). *Counselor self-efficacy in practicum students. Contributions of supervision*. (Doctoral dissertation, Publication No. 3380959). Retrieved from ProQuest Dissertations and Thesis.
- Parker, K., Lenhart, A., & Moore, K. (2011). The digital revolution and higher education: College presidents, public differ on value of online learning. Washington, DC: Pew Research Center Social & Demographic Trends.
- Poling, G. (1980). Interview rating: Rating of counseling sessions by a student

- counselor. In K. M. Dimick & F. H. Krause (Eds.), *Practicum manual for counseling and psychotherapy* (pp. 278-279). Muncie, IN: Accelerated Development.
- Powell (2012). *Cyber supervision's time has come*. Retrieved from <http://www.addictionpro.com/article/cyber-supervision-s-time-has-come>
- Quarto, C. J. (2002). Supervisors' and supervisees' perceptions of control and conflict in counseling supervision. *The Clinical Supervisor*, 21, 21-37.
- Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L.O., Wright, L.K., Ratanasiripong, & Rodolfa, E. (2002). Negative supervisory events: Effects on supervision satisfaction and supervisory alliance. *Professional Psychology: Research and Practice*, 33, (2), 197-202.
- Rautenbach, J., & Black-Hughes, C. (2012). Bridging the hemispheres through the use of technology: International collaboration in social work training. *Journal of Social Work Education*, 48, 797-815. doi:10.5175/JSWE.2012.201100114
- Reese, R. J., Aldarondo, F., Anderson, C. R., Seong-Jik, L., Miller, T. W., & Burton, D. (2009). Telehealth in clinical supervision: a comparison of supervision formats. *Journal Of Telemedicine & Telecare*, 15(7), 356-361. doi:10.1258/jtt.2009.090401
- Ronnestad & Skovholt, (1993). Supervision of beginning and advanced students in counseling and psychotherapy. *Journal of Counseling & Development*. 71 (4), 396-405.
- Sindlinger, J. (2011). Doctoral students' experience with using the reflecting team model of supervision online. Retrieved from ProQuest Digital Dissertations.

- Smith, T. R., Younes, L. K., & Lichtenberg, J. W. (2002, August 22-25). *Examining the working alliance in supervisory relationships: The development of the working alliance inventory of supervisory relationships*. Paper presented at the 110th Annual Conference of the American Psychological Association, Chicago, IL.
- Stebnicki, M. A., Allen, H. A., & Janikowski, T. P. (1997). Development of an instrument to assess perceived helpfulness of clinical supervisory behaviors. *Rehabilitation Education, 11*, 307-322.
- Thome, S. (2006). *Effects of working alliance on trainee counseling skills and personal development*. (Order No. 3208280, University of Nevada, Reno). *ProQuest Dissertations and Theses*, , 98-98 p. Retrieved from <http://search.proquest.com/docview/305278586?accountid=12967>. (305278586).
- Ting, H. (2009). Satisfaction with supervision as a function of the supervisory working alliance and self-efficacy among Taiwanese masters level counseling internship students. Retrieved from [http://sw.usc.edu.tw/files/writing/19\\_bb85d5e4.pdf](http://sw.usc.edu.tw/files/writing/19_bb85d5e4.pdf)
- Trolley, B., & Sillicker, A. (2005). The use of WebCT in the supervision of counseling interns. *Journal of Technology in Counseling, 4*, 23-31.
- U.S. Department of Health and Human Services. (2014). *Summary of HIPAA security rule*. Health information privacy. Retrieved from <http://www.hhs.gov/ocr/privacy/hipaa/understanding/srsummary.html>
- US Department of Education, National Center for Educational Statistics. (2011). *Learning at a distance*. (NCES 2012-154). Retrieved from <http://nces.ed.gov/pubs2012/2012154.pdf>

- Vaccaro, N. & Lambie, G. W. (2007). Computer-based counselor-in-training supervision: Ethical and practical implications for counselor educators and supervisors. *Counselor Education & Supervision, 47*, 46-57.
- Wantz, R. A, Tromski, D. M., Mortsolf, G. Y., Yoxheimer, C. J., Brill, G., & Cole, A. (2003). Incorporating distance learning into counselor education programs: A research study. In J. W. Bloom & G. R. Waltz (Ed.), *Cybercounseling and cyberlearning: An encore* (pp. 327-344). Greensboro, NC:
- Watson, J. C. (2003). Computer-based supervision: Implementing computer technology into the delivery of counseling supervision. *Journal of Technology in Counseling, 3*(1), 1.
- Wilbur, M.P. (1991). *Counselor skill and personal development rating form*. Unpublished assessment instrument. University of Connecticut, Storrs.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education*. Boston, MA: Pearson Education, Inc.

## **Appendix A**

### **Supervision Delivery Methods Survey-Supervisee Form**

Note: Survey spacing and arrangement altered to adjust to margins

# **Supervision Delivery Methods Survey: Supervisee Form**

**Robert Carlisle**  
**Rcarl015@odu.edu**



## INFORMED CONSENT DOCUMENT

**PURPOSE:** To assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information and perceptions of supervisory working alliance.

**DIRECTIONS:** Please review the below information to determine if you would like to participate in this study.

**PROJECT TITLE:** An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Distance Supervision

**INTRODUCTION** The purpose of this form is to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES.

### RESEARCHERS

Responsible Project Investigator: Danica Hays, Ph.D.  
Carlisle M.A.  
Old Dominion University

Primary Researcher: Robert M  
Old Dominion University

**DESCRIPTION OF RESEARCH STUDY** Several studies have been conducted looking into the subject of distance supervision; however, little is known regarding the prevalence of distance supervision and the population which utilizes distance supervision. This study seeks to uncover the populations which utilize distance supervision and relationship of distance supervision with supervisory working alliance.

**EXCLUSIONARY CRITERIA** To participate in this study, you must have participated in supervision as a supervisor or supervisee at a CACREP accredited university.

**RISKS AND BENEFITS** There are no risks to participants involved in this study and no direct benefits. However, you are welcome to a copy of the findings of the study. Please e-mail Rcarl015@odu.edu for a copy of the findings.

**COSTS AND PAYMENTS** The researchers want your decision about participating in this study to be absolutely voluntary. There are no costs or payments regarding participation in the study.

### NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will inform you.

### CONFIDENTIALITY

All identifying information obtained about you in this study is strictly confidential unless disclosure is required by law. The results of this study may be used in reports, presentations and publications, but the researcher will not identify you.

### WITHDRAWAL PRIVILEGE

It is OK for you to say no. Even if you say YES now, you are free to walk away or withdraw from the study at any time.

### **VOLUNTARY CONSENT**

By signing below, you are saying several things. You are saying that you agree to participate in this study, you have read this form or have had it read to you and that you understand this form, the research study, and its risks and benefits. The researchers can answer any questions you may have had about the study.

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should contact Dr. Ed. Gomez, Chair, DCOE Human Subjects Review Committee, Old Dominion University, 757-683-6309. If you have any questions about the survey itself please feel free to contact rcarl015@odu.edu, Robert Carlisle.

**Signature** \_\_\_\_\_

This survey examines your experience in university-provided supervision at your current university.

**University-provided supervision** is defined as supervision provided by a member of the university to a student in training.

### **Directions:**

1) Please complete the survey from one perspective, either as a supervisor OR supervisee while thinking about your experiences in university provided supervision at your current university. If you have held both the role of a supervisor and supervisee at your current university, then please pick one role and complete the entire survey from that perspective.

- a) Supervisee [send to supervisee form, survey logic]
- b) Supervisor [send to supervisor form, survey logic]
- c) I have not been a supervisor or supervisee at my current university (Note: If C is selected, end survey [survey logic]).

2) Please select your current position at your university.

- a) Doctoral student
- b) Educational Specialist student
- c) Master's student
- d) Faculty member
- e) Other \_\_\_\_\_

3) Please select the specialty area of the CACREP accredited program(s) that you are receiving supervision (select all that apply).

- a) Addictions Counseling
- b) Career Counseling

- c) Clinical Mental Health Counseling/Community Counseling
- d) Doctoral: Counselor Education and Supervision
- e) Marriage, Couple, and Family Counseling
- f) School Counseling
- g) Student Affairs and College Counseling
- h) Other \_\_\_\_\_
- i) My program is not CACREP accredited (Note: If "I" is selected, end survey [survey logic])

4) Please identify the types of technology you have used in supervision as a supervisee (select all that apply).

- a) Audio-only web conferencing software
- b) Blogs
- c) Discussion Boards
- d) E-mail
- e) Physical letters/snail mail
- f) Phone
- g) Real-time (live) chat on a computer
- h) Real-time (live) discussion boards
- i) Texting on a phone
- j) Video and audio-web conferencing software (e.g., Skype, Adobe Connect, Wimba, Facetime)
- k) None
- l) Other \_\_\_\_\_

5) Please identify the type(s) of web-conferencing software you have used as a supervisee (select all that apply).

- a) Adobe Connect
- b) Cisco Web Ex Meeting Center
- c) Citrix GoToMeeting
- d) Click Meeting
- e) Collaborate
- f) Facetime
- g) Fuze MeetingPro
- h) GlobalMeet
- i) Google: Open meetings
- j) iLink
- k) Illuminate
- l) iMeet
- m) Infinite Conferencing
- n) InterCall
- o) MegaMeeting

- p) ooVoo Pro
- q) Ready Talk
- r) Skype
- s) VSee
- t) WebCt
- u) Wimba
- v) None
- w) Other \_\_\_\_\_

6) How have you submitted your recorded counseling sessions to your supervisor (select all that apply)?

- a) A private, non-university affiliated e-mail account
- b) A University e-mail account
- c) BackupGenie
- d) Box
- e) Collaborate
- f) Dropbox
- g) Googledocs
- h) Illuminate
- i) JustCloud
- j) Morpheus
- k) Mozy
- l) Recorded sessions were mailed (snail mail) between the supervisor and the supervisee
- m) Recorded sessions were physically handed between the supervisor and supervisee
- n) Recorded sessions were watched during face-to-face supervision sessions on a recording device, computer, or TV.
- o) Recorded sessions were watched during the session via video web-conferencing software
- p) Sugarsync
- q) Vuze
- r) WebCt
- s) Wimba
- t) Zendto
- u) Zip Cloud
- v) Other \_\_\_\_\_

7) How have you submitted paperwork (e.g. site agreements, formal evaluations) to your supervisor (select all that apply)?

- a) A private, non-university affiliated e-mail account
- b) A University e-mail account
- c) BackupGenie
- d) Blackboard
- e) Box
- f) Dropbox



(ACA)						
Family Education Rights and Privacy Act (FERPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Insurance Portability and Accountability Act (HIPAA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) In your opinion, how often did you use technology as a supervisee while in compliance with the Health Insurance Portability and Accountability Act (HIPAA), Family Education Rights and Privacy Act (FERPA), and American Counseling Association (ACA) Code of Ethics (check all boxes that apply)?

	Never	Rarely	Some of the time	Most of the time	Always	I don't know	Prefer not to respond	I did not use technology in supervision
American Counseling Association Code of Ethics (ACA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Education Rights and Privacy Act (FERPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Insurance Portability and Accountability Act (HIPAA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

Does distance supervision exist in your program?

- a) Yes
- b) No
- c) I don't know

12) How many years/months of experience do you have receiving distance supervision prior to the spring 2015 semester.

\_\_\_\_\_ years

\_\_\_\_\_ months

13) Can your entire counseling degree be completed from a distance at your current university (e.g., a student taking all classes at a separate physical location than where the university is located)?

- a) Yes
- b) Some classes, but not all
- c) No
- d) I don't know

## **Part 2**

**Directions:** While completing the remainder of the survey, please think about your university-provided supervision experience for the spring 2015 semester only. If you are receiving supervision in more than one format (individual/triadic/group), or from more than one supervisor, please think about your experience in only one of the formats, with only one of your supervisors while you complete the remainder of the survey (for example, individual supervision with Dr. Smith).

14) Please pick a supervision format.

- a) Internship Individual
- b) Internship Triadic
- c) Internship Group
- d) Practicum Individual
- e) Practicum Triadic
- f) Practicum Group
- g) Other \_\_\_\_\_
- h) I did not receive supervision during the spring 2015 semester (If "h" skip to question 31 [survey logic])

15) When communicating in real time (live) with your supervisor, what percentage of the time did you use the following communication methods during the spring 2015 semester (responses must add up to 100%)?

Communication Method	Percentage of time
Face-to-face (e.g., in-person supervision)	%
Video web conferencing (e.g., software that allows for both video and audio communication such as Skype, AdobeConnect, Facetime)	%
Audio web conferencing (e.g., software that allows for audio communication)	%
Phone (audio only)	%
Text based chat on a computer/mobile device	%
Other _____	%
<b>TOTAL</b>	<b>100%</b>

16) What software programs did you use with your supervisor during the spring 2015 semester, if any (select all that apply)?

- a) Adobe Connect
- b) Cisco Web Ex Meeting Center
- c) Citrix GoToMeeting
- d) Click Meeting
- e) Collaborate
- f) Facetime
- g) Fuze MeetingPro
- h) GlobalMeet
- i) Google video chat
- j) iLink
- k) Illuminate
- l) iMeet
- m) Infinite Conferencing
- n) InterCall
- o) MegaMeeting
- p) ooVoo Pro
- q) Ready Talk
- r) Skype
- s) VSee



- t) WebCt
- u) Wimba
- v) Other \_\_\_\_\_
- w) None during the Spring 2015 semester

17) Did you have the choice to participate in distance supervision this spring 2015 semester?

- a) Yes
- b) No

18) How many hours of supervision did you complete with your university supervisor during the spring 2015 semester?

\_\_\_\_\_ hours

**Instructions:**

On the following page there are sentences that describe some of the different ways you might think or feel about your supervisor. As you read the sentences mentally insert the name of your supervisor in place of \_\_\_\_\_ in the text.

Below each statement there is a seven point scale:

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

If the statement describes the way you *always* feel (or think) circle the number 7; if it *never* applies to you, circle the number 1. Use the numbers in between to describe the variations between these extremes.

19) \_\_\_\_\_ and I agree about the things I will need to do in supervision to help improve my situation.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

20) What I am doing in supervision gives me new ways of looking at my problem.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

21) I believe \_\_\_\_\_ likes me.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

22) \_\_\_\_\_ does not understand what I am trying to accomplish in supervision.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

23) I am confident in \_\_\_\_\_'s ability to help me.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

24) \_\_\_\_\_ and I are working towards mutually agreed upon goals.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

25) I feel that \_\_\_\_\_ appreciates me.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

26) We agree on what is important for me to work on.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

27) \_\_\_\_\_ and I trust one another.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

28) \_\_\_\_\_ and I have different ideas on what my problems are.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

29) We have established a good understanding of the kind of changes that would be good for me.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

30) I believe the way we are working with my problem is correct.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

### Demographics

**Directions:** Please fill out the following items in reference to your demographic information.

31) Do you currently live within 50 miles driving distance from the physical campus location of your current program?

- a) Yes
- b) No
- c) I don't know
- d) Prefer not to say

32) What state is the main campus of your university located?

\_\_\_\_\_ [pull down menu]

33) Please specify your relationship status? (select all that apply)

- a) Cohabitation (living together)
- b) In a relationship
- c) Married/civil union
- d) Single
- e) Other \_\_\_\_\_
- f) Prefer not to say

34) Please estimate your average annual household income.

- a) Less than \$10,000
- b) \$10,000 to \$19,999
- c) \$20,000 to \$29,999
- d) \$30,000 to \$39,999
- e) \$40,000 to \$49,999
- f) \$50,000 to \$59,999
- g) \$60,000 to \$69,999
- h) \$70,000 to \$79,999
- i) \$80,000 to \$89,999
- j) \$90,000 to \$99,999
- k) \$100,000 to \$149,999
- l) \$150,000 or more
- m) Prefer not to say

35) Please specify your gender (check all that apply).

- a) Female
- b) Male
- c) Transgender
- d) Other \_\_\_\_\_
- e) Prefer not to say

36) Please specify your age?

- a) \_\_\_\_\_ years [pull down menu]
- b) Prefer not to say

37) How many children are you the legal guardian of?

- a) \_\_\_\_\_ [pull down menu]
- b) I don't have any children
- c) Prefer not to say

38) What are the age(s) of your children (for example, if you have 2 children, 7 years of age, and another 9 years of age please write "7,9" in the blank below)?

- a) \_\_\_\_\_
- b) Prefer not to say

39) Employment is defined as a job which you are paid to complete.

On average, how many hours a week do you work (insert zero if you are not currently employed)?

- a) \_\_\_\_\_ [pull down menu]
- b) Prefer not to say

40) Please specify the race with which you most identify.

- a) American Indian or Alaska Native
- b) Asian
- c) Black or African American
- d) Native Hawaiian or Other Pacific Islander
- e) White
- f) Other \_\_\_\_\_
- g) Prefer not to say

41) Please type the name of your college/university in the blank.

This information will be used to estimate response rate and to understand the scope of participants reached by the survey. Individual names of all colleges/universities will be kept confidential and will not be reported in any part of the study.

- a) \_\_\_\_\_
- b) Prefer not to say

THE SURVEY IS NOW COMPLETE. THANK YOU FOR YOUR PARTICIPATION!

**Appendix B**  
**Supervision Delivery Methods Survey- Supervisor Form**

Note: Survey Spacing and arrangement altered to adjust to margins

**Supervision Delivery Methods  
Survey: Supervisor Form**

**Robert Carlisle**  
**Rcarl015@odu.edu**

## **INFORMED CONSENT DOCUMENT**

**PURPOSE:** To assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information and perceptions of supervisory working alliance.

**DIRECTIONS:** Please review the below information to determine if you would like to participate in this study.

**PROJECT TITLE:** An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Distance Supervision

**INTRODUCTION** The purpose of this form is to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES.

### **RESEARCHERS**

Responsible Project Investigator: Danica Hays, Ph.D  
Carlisle M.A.  
Old Dominion University

Primary Researcher: Robert M  
Old Dominion University

**DESCRIPTION OF RESEARCH STUDY** Several studies have been conducted looking into the subject of distance supervision; however, little is known regarding the prevalence of distance supervision and the population which utilize distance supervision. This study seeks to uncover the populations which utilize distance supervision and relationship of distance supervision with supervisory working alliance.

**EXCLUSIONARY CRITERIA** To participate in this study, you must have participated in supervision as a supervisor or supervisee at a CACREP accredited university.

**RISKS AND BENEFITS** There are no risks to participants involved in this study and no direct benefits. However, you are welcome to a copy of the findings of this study Please e-mail Rcarl015@odu.edu for a copy of the findings.

**COSTS AND PAYMENTS** The researchers want your decision about participating in this study to be absolutely voluntary. There are no costs or payments regarding participation in the study.

### **NEW INFORMATION**

If the researchers find new information during this study that would reasonably change your decision about participating, then they will inform you.

### **CONFIDENTIALITY**

All identifying information obtained about you in this study is strictly confidential unless disclosure is required by law. The results of this study may be used in reports, presentations and publications, but the researcher will not identify you.

### **WITHDRAWAL PRIVILEGE**

It is OK for you to say no. Even if you say YES now, you are free to walk away or withdraw from the study at any time.

### **VOLUNTARY CONSENT**

By signing below, you are saying several things. You are saying that you agree to participate in this study, you have read this form or have had it read to you and that you understand this form, the research study, and its risks and benefits. The researchers can answer any questions you may have had about the study.

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should contact Dr. Ed. Gomez, Chair, DCOE Human Subjects Review Committee, Old Dominion University, 757-683-6309. If you have any questions about the survey itself please feel free to contact rcarl015@odu.edu, Robert Carlisle.

## Signature \_\_\_\_\_

This survey examines your experience in university-provided supervision at your current university.

**University-provided supervision** is defined as supervision provided by a member of the university to a student in training.

### **Directions:**

1) Please complete the survey from one perspective, either as a supervisor OR supervisee while thinking about your experiences in university provided supervision at your current university. If you have held both the role of a supervisor and supervisee at your current university, then please pick one role and complete the entire survey from that perspective.

- a) Supervisee [send to supervisee form, survey logic]
- b) Supervisor [send to supervisor form, survey logic]
- c) I have not been a supervisor or supervisee at my current university (Note: If "C" is selected, end survey [survey logic])

2) Please select your current position at your university.

- a) Doctoral student
- b) Educational Specialist student
- c) Master's student
- d) Faculty member
- e) Other \_\_\_\_\_

3) Please select the specialty area of the CACREP accredited program(s) that you are providing supervision (select all that apply).

- a) Addictions Counseling
- b) Career Counseling
- c) Clinical Mental Health Counseling/Community Counseling

- d) Doctoral: Counselor Education and Supervision
- e) Marriage, Couple, and Family Counseling
- f) School Counseling
- g) Student Affairs and College Counseling
- h) Other \_\_\_\_\_
- i) My program is not CACREP accredited (Note: If "I" is selected, end survey [survey logic])

4) Please identify the types of technology you have used in supervision as a supervisor (select all that apply).

- a) Audio-only web conferencing software
- b) Blogs
- c) Discussion Boards
- d) E-mail
- e) Physical letters/snail mail
- f) Phone
- g) Real-time (live) chat on a computer
- h) Real-time (live) discussion boards
- i) Texting on a phone
- j) Video and audio -web conferencing software (e.g., Skype, Adobe Connect, Wimba)
- k) None
- l) Other \_\_\_\_\_

5) Please identify the type(s) of web-conferencing software you have used as a supervisor (select all that apply).

- a) Adobe Connect
- b) Cisco Web Ex Meeting Center
- c) Citrix GoToMeeting
- d) Click Meeting
- e) Collaborate
- f) Facetime
- g) Fuze MeetingPro
- h) GlobalMeet
- i) Google: Open meetings
- j) iLink
- k) Illuminate
- l) iMeet
- m) Infinite Conferencing
- n) InterCall
- o) MegaMeeting
- p) ooVoo Pro
- q) Ready Talk
- r) Skype
- s) VSee



- t) WebCt
- u) Wimba
- v) None
- w) Other. Please specify \_\_\_\_\_

6) How have your supervisee(s) submitted their recorded counseling sessions to you (select all that apply)?

- a) A private, non-university affiliated e-mail account
- b) A University e-mail account
- c) BackupGenie
- d) Box
- e) Collaborate
- f) Dropbox
- g) Googledocs
- h) Illuminate
- i) JustCloud
- j) Morpheus
- k) Mozy
- l) Recorded sessions were mailed (snail mail) between the supervisor and the supervisee
- m) Recorded sessions were physically handed between the supervisor and supervisee
- n) Recorded sessions were watched during face-to-face supervision sessions on a recording device, computer, or TV.
- o) Recorded sessions were watched during the session via video web-conferencing software
- p) Sugarsync
- q) Vuze
- r) WebCt
- s) Wimba
- t) Zendto
- u) Zip Cloud
- v) Other \_\_\_\_\_

7) How have your supervisee(s) submitted paperwork (e.g. site agreements, formal evaluations) to you (select all that apply)?

- a) A private, non-university affiliated e-mail account
- b) A University e-mail account
- c) BackupGenie
- d) Blackboard
- e) Box
- f) Dropbox
- g) Googledocs
- h) JustCloud
- i) Morpheus
- j) Mozy



10) In your opinion, how often did you use technology as a supervisor while in compliance with the Health Insurance Portability and Accountability Act (HIPAA), Family Education Rights and Privacy Act (FERPA), and American Counseling Association (ACA) Code of Ethics (check all boxes that apply)?

	Never	Rarely	Some of the time	Most of the time	Always	I don't know	Prefer not to respond	I did not use technology in supervision
American Counseling Association Code of Ethics (ACA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Education Rights and Privacy Act (FERPA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Insurance Portability and Accountability Act (HIPAA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

Does distance supervision exist in your program?

- a) Yes
- b) No
- c) I don't know

12) How many years/months of experience do you have providing distance supervision prior to the spring 2015 semester?

\_\_\_\_\_ years

\_\_\_\_\_ months

13) Can a student's entire counseling degree be completed from a distance at your current university (e.g., a student taking all classes at a separate physical location than where the university is located)?

- a) Yes
- b) Some classes, but not all
- c) No
- d) I don't know

## **Part 2**

**Directions:** While completing the remainder of the survey, please think about your university-provided supervision experience for the spring 2015 semester only. If you are providing supervision in more than one format (individual/triadic/group), or to more than one supervisee, please think about your experience in only one of the formats, with only one of your supervisees while you complete the remainder of the survey (for example, individual supervision with Ashley).

14) Please pick a supervision format.

- a) Internship Individual
- b) Internship Triadic
- c) Internship Group
- d) Practicum Individual
- e) Practicum Triadic
- f) Practicum Group
- g) Other \_\_\_\_\_
- h) I did not provide supervision during the spring 2015 semester (If "h" skip to question 31 [survey logic])

15) When communicating in real time (live) with your supervisee, what percentage of the time did you use the following communication methods during the spring 2015 semester (responses must add up to 100%)?

<b>Communication Method</b>	<b>Percentage of time</b>
Face-to-face (e.g., in-person supervision)	%
Video web conferencing (e.g., software that allows for both video and audio communication such as Skype, AdobeConnect, Facetime)	%
Audio web conferencing (e.g., software that allows for audio communication)	%

Phone (audio only)	%
Text based chat on a computer/mobile device	%
Other _____	%
TOTAL	100%

16) What software programs did you use with your supervisee during the spring 2015 semester, if any (select all that apply)?

- a) Adobe Connect
- b) Cisco Web Ex Meeting Center
- c) Citrix GoToMeeting
- d) Click Meeting
- e) Collaborate
- f) Facetime
- g) Fuze MeetingPro
- h) GlobalMeet
- i) Google video chat
- j) iLink
- k) Illuminate
- l) iMeet
- m) Infinite Conferencing
- n) InterCall
- o) MegaMeeting
- p) ooVoo Pro
- q) Ready Talk
- r) Skype
- s) VSee
- t) WebCt
- u) Wimba
- v) Other \_\_\_\_\_
- w) None during the Spring 2015 semester

17) Did you have the choice to participate in distance supervision this spring 2015 semester?

- a) Yes
- b) No

18) How many hours of supervision did you complete with your supervisee during the spring 2015 semester?

\_\_\_\_\_ hours

**Instructions:**

On the following page there are sentences that describe some of the different ways you might think or feel about your supervisee. As you read the sentences mentally insert the name of your supervisee in place of \_\_\_\_\_ in the text.

Below each statement there is a seven point scale:

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

If the statement describes the way you *always* feel (or think) circle the number 7; if it *never* applies to you, circle the number 1. Use the numbers in between to describe the variations between these extremes.

19) \_\_\_\_\_ and I agree about the steps to be taken to improve his situation.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

20) My supervisee and I both feel confident about the usefulness of our current activity in supervision.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

21) I believe \_\_\_\_\_ likes me.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

22) I have doubts about what we are trying to accomplish in supervision.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

23) I am confident in my ability to help \_\_\_\_\_.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

24) We are working towards mutually agreed upon goals.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

25) I appreciate \_\_\_\_\_ as a person.

1	2	3	4	5	6	7
Never	Rarely	Occasionally	Sometimes	Often	Very Often	Always

26) We agree on what is important for \_\_\_\_\_ to work on.

- |       |        |              |           |       |            |        |
|-------|--------|--------------|-----------|-------|------------|--------|
| 1     | 2      | 3            | 4         | 5     | 6          | 7      |
| Never | Rarely | Occasionally | Sometimes | Often | Very Often | Always |
- 27) \_\_\_\_\_ and I have built a mutual trust.
- |       |        |              |           |       |            |        |
|-------|--------|--------------|-----------|-------|------------|--------|
| 1     | 2      | 3            | 4         | 5     | 6          | 7      |
| Never | Rarely | Occasionally | Sometimes | Often | Very Often | Always |
- 28) \_\_\_\_\_ and I have different ideas on what his real problems are.
- |       |        |              |           |       |            |        |
|-------|--------|--------------|-----------|-------|------------|--------|
| 1     | 2      | 3            | 4         | 5     | 6          | 7      |
| Never | Rarely | Occasionally | Sometimes | Often | Very Often | Always |
- 29) We have established a good understanding between us of the kind of changes that would be good for \_\_\_\_\_.
- |       |        |              |           |       |            |        |
|-------|--------|--------------|-----------|-------|------------|--------|
| 1     | 2      | 3            | 4         | 5     | 6          | 7      |
| Never | Rarely | Occasionally | Sometimes | Often | Very Often | Always |
- 30) \_\_\_\_\_ believes the way we are working with her problem is correct.
- |       |        |              |           |       |            |        |
|-------|--------|--------------|-----------|-------|------------|--------|
| 1     | 2      | 3            | 4         | 5     | 6          | 7      |
| Never | Rarely | Occasionally | Sometimes | Often | Very Often | Always |

### Demographics

**Directions:** Please fill out the following items in reference to your demographic information.

31) Do you currently live within 50 miles driving distance from the physical campus location of your current program?

- a) Yes
- b) No
- c) I don't know
- d) Prefer not to say

32) What state is the main campus of your university located?

\_\_\_\_\_ [pull down menu]

33) Please specify your relationship status? (select all that apply)

- a) Cohabitation (living together)
- b) In a relationship
- c) Married/civil union
- d) Single
- e) Other \_\_\_\_\_
- f) Prefer not to say

34) Please estimate your average annual household income.

- a) Less than \$10,000
- b) \$10,000 to \$19,999
- c) \$20,000 to \$29,999
- d) \$30,000 to \$39,999
- e) \$40,000 to \$49,999
- f) \$50,000 to \$59,999
- g) \$60,000 to \$69,999
- h) \$70,000 to \$79,999
- i) \$80,000 to \$89,999
- j) \$90,000 to \$99,999
- k) \$100,000 to \$149,999
- l) \$150,000 or more
- m) Prefer not to say

35) Please specify your gender (check all that apply).

- a) Female
- b) Male
- c) Transgender
- d) Other \_\_\_\_\_
- e) Prefer not to say

36) Please specify your age?

- a) \_\_\_\_\_ years [pull down menu]
- b) Prefer not to say

37) How many children are you the legal guardian of?

- a) \_\_\_\_\_ [pull down menu]
- b) I don't have any children
- c) Prefer not to say

38) What are the age(s) of your children (for example, if you have 2 children, 7 years of age, and another 9 years of age please write "7,9" in the blank below)?

- a) \_\_\_\_\_
- b) Prefer not to say

39) Employment is defined as a job which you are paid to complete.

On average, how many hours a week do you work (insert zero if you are not currently employed)?

- a) \_\_\_\_\_ [pull down menu]
- b) Prefer not to say

40) Please specify the race with which you most identify.



- a) American Indian or Alaska Native
- b) Asian
- c) Black or African American
- d) Native Hawaiian or Other Pacific Islander
- e) White
- f) Other \_\_\_\_\_
- g) Prefer not to say

41) Please type the name of your college/university in the blank.

This information will be used to estimate response rate and to understand the scope of participants reached by the survey. Individual names of all colleges/universities will be kept confidential and will not be reported in any part of the study.

- a) \_\_\_\_\_
- b) Prefer not to say

THE SURVEY IS NOW COMPLETE. THANK YOU FOR YOUR PARTICIPATION!

**Appendix C**  
**WAI-Short Form Approval**



SIMON FRASER UNIVERSITY  
THINKING OF THE WORLD

Mr. Robert Carlisle  
Old Dominion University  
Counseling and Human Services  
1729, 49th Street  
Norfolk VIRGINIA  
23508  
United States

July 20, 2014

LIMITED COPYRIGHT LICENSE (ELECTRONIC) # 2014207.8

Dear Mr. Carlisle

You have permission to use the Working Alliance Inventory (WAI) for the investigation:

"An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Distance Supervision"

This limited copyright release extends to all forms of the WAI for which I hold copyright privileges, but limited to use of the inventory for not-for-profit research, and does not include the right to publish or distribute the instrument(s) in any form.

I would appreciate if you shared the results of your research with me when your work is completed so I may share this information with other researchers who might wish to use the WAI. If I can be of further help, do not hesitate to contact me.

Dr. Adam O. Horvath  
Professor  
Faculty of Education and  
Department of Psychology

e-mail: [horvath@sfu.ca](mailto:horvath@sfu.ca)  
Internet: <http://wai.proforhorvath.com>

Additional request regarding a completed LCR for WAI permission on a dissertation

Robert Carlisle [rcarl15@odu.edu](mailto:rcarl15@odu.edu)  
to Beverly

Dr. Helvath,

Greetings. I hope you are well. My name Robert Carlisle, I am a Doctoral student at Old Dominion University and currently completing my dissertation.

I few minutes ago I submitted a LCR on your website and noticed the stipulation:

Under no circumstances do I permit the distribution or publication of these instruments electronically or in other form without my express written permission.

I understand that sometimes a copy of the instrument used in a dissertation is included in the appendix. If I am granted approval to use your instrument (WAI- short form), I write to inquire about your permission to also include a copy of the instrument in the appendix of my dissertation.

Thank you for considering my request.

Respectfully,

Robert

Robert M Carlisle, M.A., NCC  
Doctoral Student and Graduate Teaching Assistant  
Department of Counseling and Human Services  
Education Building, Room 110  
Old Dominion University  
Norfolk, VA 23529  
[RCarl15@odu.edu](mailto:RCarl15@odu.edu)

Director, Career and Academic Resources Center  
College of Education, Room 126  
Old Dominion University  
Norfolk, VA 23529  
757-683-3523  
[CARC@odu.edu](mailto:CARC@odu.edu)

Adam Horvath

to me

No problem!  
(apologies for the slow response)

A.C.H.

Adam O. Horvath Professor Emeritus  
Faculty of Education & Dept. of Psychology  
Simon Fraser University

1:38 AM (4 hours ago)

Robert Carlisle [robertc@sfu.ca](#)

to Adam

Dr. Horvath,

Excellent. Thank you for allowing me to include a copy of the WAL in my dissertation appendix.

5:59 AM (10 minutes ago)

**Appendix D**  
**Survey Template**

Draft 1 Items	Draft 2 Items	Draft 3 Items	Draft 4 Items	Topic Area/RQ	Related Literature to Topic Area
40a, 40, 41a, 41, 42a, 42	4, 5, 6, 7, 8, 14, 27	4, 5, 6, 7, 8, 14,	11, 4, 5, 6, 7, 13, 15,	Prevalence and delivery methods/RQ 1,2,3,4	CDW-G, 2011; Dubi et al., 2010; McAdams & Wyatt, 2010; Wantz et al., 2003
7, 8, 9, 17, 25	5,6,7,8, 15, 16	5, 6, 7, 8, 15, 16	16, 5, 6, 7, 16, 17	Types of technology/RQ 1	Google key word searches; Carlisle et al., 2013; Watson, 2003
14, 15, 16, 22, 23,24, 30, 31, 32, 37a, 37, 38a, 39a, 43	9, 10, 12	9, 10, 12, 17,	8, 9, 12, 18	Training and experience/RQ 1. Note: Question #a= supervisor form	Carlisle, 2013; Watson, 2003
13, 21, 29, 35	11	11	10,	Ethics/RQ 1	ACA, 2014; ACES, 2011; Bernard & Goodyear, 2014; Remley & Herlihy, 2013
10, 11, 12, 18, 19, 20, 26, 27, 28, 33, 34	11	11		Legal mandates and confidentiality/RQ 1	FERPA, 1974; HIMSS, 2012; HITECH act of 2009; HIPAA, 1996;
1,2, 36a, 38, 49	1,2,3, 13, 18,21, 22, 26,27	1,2,3, 13, 19, 20, 22, 23, 27, 28	1,2,3, 14, 32, 33, 35, 36, 40, 41	Demographic information to describe the characteristics of the sample/RQ 1,	
3, 4, 5, 6	17,19,24, 25	18, 21, 24, 25,	31, 34, 37, 38,	Demographic information and potential demographic	CDW-G, 2011; Olsen et al.,

		26,	39	variables related to the benefits of distance supervision (e.g., flexibility, saving time, saving money, saving travel)/RQ 1,2	2001; Conn et al., 2009; Dickens, 2009; Kanz, 2001; Powell, 2012; Watson, 2003
--	--	-----	----	--	--

## Appendix E

### Survey Draft One

#### Prior to Review Panel

#### Questions for supervisors and supervisees: PART 1

Target population: University supervisors and supervisees

#### Directions

Please fill out the following items in reference to your participation in university provided supervision in counselor education programs.

- 1) What is your current role in university provided supervision for students seeking a graduate degree in counseling?
- d) Supervisor
  - e) Supervisee
  - f) Both
  - g) I am not currently participating in university provided supervision in counseling.
  - h) Other. Please Specify \_\_\_\_\_

(If 4, end of survey)

- 2) What is your sex?

- 1. Male
- 2. Female

- 3) What is your total household income?

- 1. Less than \$10,000
- 2. \$10,000 to \$19,999
- 3. \$20,000 to \$29,999
- 4. \$30,000 to \$39,999
- 5. \$40,000 to \$49,999
- 6. \$50,000 to \$59,999
- 7. \$60,000 to \$69,999
- 8. \$70,000 to \$79,999
- 9. \$80,000 to \$89,999
- 10. \$90,000 to \$99,999
- 11. \$100,000 to \$149,999
- 12. \$150,000 or more

- 4) Please specify your age?

- 1. 18-24 years old
- 2. 25-34 years old



3. 35-44 years old
4. 45-54 years old
5. 55-64 years old
6. 65-74 years old
7. 75 years or older

5) Please specify the ethnicity you most identify with.

1. White
2. Hispanic or Latino
3. Black or African American
4. Native American or American Indian
5. Asian / Pacific Islander
6. Other

6) Please specify the highest level of education completed.

1. Bachelorette degree
2. Master's degree
3. Educational Specialist degree (Ed.S)
4. Doctoral Degree

7) What types of technology have you used to communicate in supervision which was not real time, or instant? Select all that apply

1. E-mail
2. Texting on a phone
3. Physical letters
4. Discussion Boards
5. Blogs
6. None
7. Other. Please specify \_\_\_\_\_

8) What types of technology have you used to communicate in supervision which were real time, or instant? Select all that apply

1. Video-web conferencing software
2. Audio-only web conferencing software
3. Phone
4. Real time chat on a computer
5. Real time discussion boards
6. None
7. Other. Please specify \_\_\_\_\_

9) What types of video web conferencing software have you used to communicate in supervision? Select all that apply

1. Skype

2. Blackboard
3. WebCt
4. Adobe Connect
5. Cisco Web Ex Meeting Center
6. Citrix GoToMeeting
7. Fuze MeetingPro
8. ooVoo Pro
9. iMeet
10. iLink
11. Click Meeting
12. MegaMeeting
13. GlobalMeet
14. Ready Talk
15. InterCall
16. Infinite Conferencing
17. Facetime
18. Google video chat
19. none
20. Other. Please specify the exact software used \_\_\_\_\_

**10) (Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision to communicate via video web conferencing was it done so on an encrypted server?**

1. yes
2. No
3. Not sure

**11) (Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision to communicate via video web conferencing was the conference room password protected on both the user and receiver end?**

1. yes
2. No
3. Just user end (my end)
4. Just receiver end (their end)
5. Not sure

**12) (Use survey logic to ask this question for each type of software selected ) Was this form of technology used in compliance with HIPPA and FERPA laws?**

1. Yes
2. No
3. HIPPA only
4. FERPA only
5. Not sure

**13) (Use survey logic to ask this question for each type of software selected ). Was this form of technology used in compliance with the ACA code of ethics?**

1. Yes
2. No
3. Not sure

**14) (Use survey logic to ask this question for each type of software selected ) . Did you receive training on how to use this form of technology prior to using it in supervision?**

1. Yes
2. No

**15) (If Yes, to above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with HIPPA and FERPA laws?**

3. Yes
4. No
5. HIPPA only
6. FERPA only

**16) (If Yes, to question 2 above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with ACA Code of Ethics?**

1. Yes
2. No

**17) What types of technology used for the submission of recorded supervisee counseling sessions to the supervisor? Select all that apply.**

1. Videos were submitted by physically bringing the recording to the supervision session
2. Videos were physically mailed from the supervisor to the supervisee
3. Videos were uploaded to Blackboard/WebCt
4. Videos were uploaded to Morpheus and share with the supervisor
5. Videos were uploaded to Vuze and share with the supervisor
6. Videos were uploaded to BackupGenie and share with the supervisor
7. Videos were uploaded to Mozy and share with the supervisor
8. Videos were uploaded to Box and share with the supervisor
9. Videos were uploaded to Zip Cloud and share with the supervisor
10. Videos were uploaded to JustCloud and share with the supervisor
11. Videos were uploaded to Zendto and shared with the supervisor
12. Videos were uploaded to Googledocs and shared with the supervisor
13. Videos were uploaded to Dropbox and shared with the supervisor
14. Videos were uploaded to Sugarsync and shared with the supervisor
15. Videos were remotely uploaded to a University hard drive

16. Videos were recorded on a web conferencing program and links were generated and then shared with the supervisor.
17. Other. Please specify the exact software used \_\_\_\_\_

**18) (Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision to transfer counseling student recordings was it done so on an encrypted server?**

- 4. yes
- 5. No
- 6. Not sure

**19) (Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision to transfer counseling student recordings was the information password protected on both the user and receiver end?**

- 6. yes
- 7. No
- 8. Just user end (my end)
- 9. Just receiver end (their end)
- 10. Not sure

**20) (Use survey logic to ask this question for each type of software selected ) Was this form of technology used in compliance with HIPPA and FERPA laws?**

- 6. Yes
- 7. No
- 8. HIPPA only
- 9. FERPA only
- 10. Not sure

**21) (Use survey logic to ask this question for each type of software selected ) . Was this form of technology used in compliance with the ACA code of ethics?**

- 4. Yes
- 5. No
- 6. Not sure

**22) (Use survey logic to ask this question for each type of software selected ) . Did you receive training on how to use this form of technology prior to using it in supervision?**

- 7. Yes
- 8. No

**23) (If Yes, to above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with HIPPA and FERPA laws?**

- 9. Yes
- 10. No
- 11. HIPPA only
- 12. FERPA only

**24) (If Yes, to question 2 above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with ACA Code of Ethics?**

- 3. Yes
- 4. No

**25) What type of technology used for the submission of supervisee internship/practicum paperwork?**

- 1. A University e-mail account
- 2. A private e-mail account
- 3. Remotely submitted to a University hard drive
- 4. Submitted on location to a University hard drive
- 5. Blackboard
- 6. WebCt
- 7. Zendto
- 8. Morpheus
- 9. Vuze
- 10. BackupGenie
- 11. Mozy
- 12. Box
- 13. Zip Cloud
- 14. JustCloud
- 15. Googledocs
- 16. Dropbox
- 17. Sugarsync
- 18. Zendto
- 19. None, paperwork was physically submitted to the supervisor
- 20. Other. Please specify the exact software used \_\_\_\_\_

**26)(Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision for the submission of supervisee internship/practicum paperwork was it done so on an encrypted server?**

- 7. yes
- 8. No
- 9. Not sure

**27)(Use survey logic to ask this question for each type of software selected ) Regarding the technology you have utilized in supervision for the submission of supervisee internship/practicum paperwork was the information password protected on both the user and receiver end?**

- 11. yes
- 12. No
- 13. Just user end (my end)
- 14. Just receiver end (their end)
- 15. Not sure

**28)(Use survey logic to ask this question for each type of software selected ) Was this form of technology used in compliance with HIPPA and FERPA laws?**

- 11. Yes
- 12. No
- 13. HIPPA only
- 14. FERPA only
- 15. Not sure

**29)(Use survey logic to ask this question for each type of software selected ). Was this form of technology used in compliance with the ACA code of ethics?**

- 7. Yes
- 8. No
- 9. Not sure

**30)(Use survey logic to ask this question for each type of software selected ) . Did you receive training on how to use this form of technology prior to using it in supervision?**

- 13. Yes
- 14. No

**31)(If Yes, to above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with HIPPA and FERPA laws?**

- 15. Yes
- 16. No
- 17. HIPPA only
- 18. FERPA only

**32)(If Yes, to question 2 above use survey logic to ask this question for each type of software the participant received training in ) . Did you receive training on how to use this form of technology in compliance with ACA Code of Ethics?**

- 5. Yes
- 6. No

**33)Regarding the technology you have utilized in supervision, how often have you encountered HIPPA violations?**

- 1. Once
- 2. Two to three times
- 3. Four to Five times

4. Five to ten times
5. ten to fifteen times
6. fifteen to twenty times
7. more than twenty times
8. Never

34) Regarding the technology you have utilized in supervision, how often have you encountered FERPA violations?

1. Once
2. Two to three times
3. Four to Five times
4. Five to ten times
5. ten to fifteen times
6. fifteen to twenty times
7. more than twenty times
8. Never

35) Regarding the technology you have utilized in supervision, how often have you encountered ACA Code of ethics violations?

1. Once
2. Two to three times
3. Four to Five times
4. Five to ten times
5. ten to fifteen times
6. fifteen to twenty times
7. more than twenty times
8. Never

36) Please specify the current role you hold in your counselor education program regarding supervision. If you hold more than one of the below roles, please select the role with which you most frequently participated in supervision during this semester.

1. Master's level student receiving supervision from a doctoral student
2. Master's level student receiving supervision from a fulltime faculty member
3. Master's level student receiving supervision from an adjunct faculty member
4. Education Specialist (Ed.S) level student receiving supervision from a doctoral student
5. Education Specialist (Ed.S) level student receiving supervision from a faculty member
6. Education Specialist (Ed.S) level student receiving supervision from an adjunct faculty member
7. Doctoral level student receiving supervision from a fulltime faculty member
8. Doctoral level student receiving supervision from adjunct/part time faculty member
9. Doctoral level student providing supervision to a Master's students
10. Adjunct faculty member providing supervision to Master's students

11. Adjunct faculty member providing supervision to Education Specialist (Ed.S) students
12. Adjunct faculty member providing supervision to Doctoral students
13. Fulltime faculty member providing supervision to Master's students
14. Fulltime faculty member providing supervision to Education Specialist (Ed.S) students
15. Fulltime faculty member providing supervision to Doctoral students
16. I am not currently participating in supervision
17. Other. Please specify \_\_\_\_\_

(If 16 survey ends)

PART 1 END, Use survey logic to direct participants to the Questions for Supervisees or the Questions for Supervisors

### **QUESTIONS FOR SUPERVISEES**

**Directions:** From the perspective of the role selected in the previous item, please fill out the following questions based on your current supervision experience this semester.

37a) How many semesters have you received university provided supervision?

1. 0-1
2. 1-2
3. 2-3
4. 3-4
5. 4-5
6. 5-6
7. 6-7
8. 7-8
9. 8-9
10. 10 or more

38a) Are you currently receiving supervision as a part of your practicum or internship experience?

1. Practicum
2. Internship

39a) What is the format of supervision? Although you may be attending a combination of the below selections for supervision, please select one answer choice and complete the remainder of the survey in reference to that answer choice.

1. Individual
2. Triadic
3. Group



40a) If the following methods of communication represented the percentage of time (0-100%) that you communicate with your supervisor using non-real time/ or delayed-time communication, what percentage of each of the below options do you use to communicate with your supervisor?

1. E-mail
2. Texting on a phone
3. Physical letters
4. Discussion Boards
5. Blogs
6. None
7. Other. Please specify \_\_\_\_\_

41a) If the following methods of communication represented the percentage of time (0-100%) that you communicate with your supervisor in instance or real time communication, what percentage of each of the below options do you use to communicate with your supervisor?

1. Face-to-face/in-person
2. Video-web conferencing software
3. Audio-only web conferencing software
4. Phone
5. Real time chat on a computer
6. Real time discussion boards
7. Other. Please specify \_\_\_\_\_

**42a) (Use survey logic, only ask if they place a percentage in video-web conferencing)** If the following methods of communication represented the percentage of time (0-100%) that you use the following software programs to communicate with your supervisor in instant or real time communication, what percentage of each of the below options do you use to communicate in supervision?

1. Skype
2. Blackboard
3. WebCt
4. Adobe Connect
5. Cisco Web Ex Meeting Center
6. Citrix GoToMeeting
7. Fuze MeetingPro
8. ooVoo Pro
9. iMeet
10. iLink
11. Click Meeting
12. MegaMeeting
13. GlobalMeet
14. Ready Talk
15. InterCall
16. Infinite Conferencing

17. Facetime
18. Google video chat
19. none
20. Other. Please specify the exact software used \_\_\_\_\_

43a) How many years of experience do you have using web conferring technology in supervision

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9
10. 10 or more

#### QUESTIONS FOR SUPERVISORS

37) Years of experience conducting supervision?

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8
10. 9
11. 10
12. 11
13. 12
14. 13
15. 14
16. 15
17. 16
18. 17
19. 18
20. 19
21. 20 or more

38) How many years of experience conducting supervision with the use of video web conferencing technology.

1. 0

2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8
10. 9
11. 10
12. 11
13. 12
14. 13
15. 14
16. 15
17. 16
18. 17
19. 18
20. 19
21. 20 or more

39) How many years of post internship clinical experience do you have?

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. 7
9. 8
10. 9
11. 10
12. 11
13. 12
14. 13
15. 14
16. 15
17. 16
18. 17
19. 18
20. 19
21. 20 or more

40) If the following methods of communication represented the percentage of time (0-100%) that you communicate in supervisor using non-real time/ or delayed-time

communication, what percentage of each of the below options do you use to communicate in supervisor?

8. E-mail
9. Texting on a phone
10. Physical letters
11. Discussion Boards
12. Blogs
13. None
14. Other. Please specify \_\_\_\_\_

41) If the following methods of communication represented the percentage of time (0-100%) that you communicate in supervisor in instance or real time communication, what percentage of each of the below options do you use to communicate in supervisor?

8. Face-to-face/in-person
9. Video-web conferencing software
10. Audio-only web conferencing software
11. Phone
12. Real time chat on a computer
13. Real time discussion boards
14. Other. Please specify \_\_\_\_\_

**42) (Use survey logic, only ask if they place a percentage in video-web conferencing)**

If the following methods of communication represented the percentage of time (0-100%) that you use the following software programs to communicate with your supervisor in instant or real time communication, what percentage of each of the below options do you use to communicate in supervision?

21. Skype
22. Blackboard
23. WebCt
24. Adobe Connect
25. Cisco Web Ex Meeting Center
26. Citrix GoToMeeting
27. Fuze MeetingPro
28. ooVoo Pro
29. iMeet
30. iLink
31. Click Meeting
32. MegaMeeting
33. GlobalMeet
34. Ready Talk
35. InterCall
36. Infinite Conferencing
37. Facetime
38. Google video chat
39. none

40. Other. Please specify the exact software used \_\_\_\_\_

## Appendix F

### Survey Draft Two

#### Information and Instructions for Expert Review Panel

**Dear expert panel member:**

Thank you so much for agreeing to review my survey for content and usability. This review is central to establishing the validity of my survey instrument. This review should take you about 30 minutes to complete. Thank you again for your help.

**Instructions:**

1) I have enlisted three types of experts. Please bold the description/s that apply to you. Some faculty members may meet more than one criteria.

- Expert doctoral supervisors.
  - Have at least a master's degree in counseling or a related field, one year of supervision experience, two courses in providing supervision, and one semester of experience providing distance supervision to master's students.
- Expert counselor education faculty supervisors
  - Are defined as individuals with a PhD in counseling education or a related field, and who have at least two years experience providing supervision to master's and/or doctoral students in counseling education and at least one semester of experience providing distance supervision.
- Experts in distance learning technology
  - Have at least 2 years of experience using distance learning technology to teach course work in higher education.

2) Please read the instrument information in Appendix A regarding purpose, target population, description, and dissertation research questions.

3) The below prompts are listed at the end of the survey for your feedback. Please feel free to provide the feedback via track changes, comment notes, and/or by responding to the prompts listed at the end of the survey. As you review the items please consider:

- Feedback on how well the items meet the purpose of the instrument.
- Feedback on any missing areas that should be included.
- Feedback on any items which may be unclear to participants.
- Feedback on the instrument's efficacy for addressing the proposed research questions.
- Feedback on the instrument's design and suggestions for improvement

---

### Questions for Supervisors and Supervisees

---

#### Part 1

**Directions-** Please fill out the following items in reference to your participation in university provided supervision in your counselor education program.

1) Please select your primary role at your university:

1. Faculty member
2. Doctoral student
3. Educational Specialist Student
4. Master's student
5. Other \_\_\_\_\_

2) *Note to panel- If response c., then survey will end*

Please describe your current & primary role as it relates to supervision: **Please fill out the remainder of this survey from the perspective of your primary university role and supervisory role.**

- i) Supervisor
- j) Supervisee
- k) Currently, I am not in the role of a supervisor or supervisee

3) *Note to panel- If response a., then survey will end*

Please indicate the type of CACREP accredited graduate counseling program that you are primarily participating in within your primary supervisory role. (select all that apply):

1. My primary program is not CACREP accredited
2. Addictions Counseling
3. Career Counseling
4. Clinical Mental Health Counseling/Community Counseling
5. Marriage, Couple, and Family Counseling
6. School Counseling
7. Student Affairs and College Counseling
8. Other

4) Distance supervision is defined as supervision conducted with the use of technology when the supervisor and supervisee are located in different physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Is university provided distance supervision offered as an option at your program?

1. Yes
2. No
3. I don't know

5) Within your primary supervisory role, please identify the types of technology you have used in university-provided supervision (select all that apply):

- 8. E-mail
- 9. Texting on a phone
- 10. Physical letters
- 11. Discussion Boards
- 12. Blogs
- 13. Video-web conferencing software
- 14. Audio-only web conferencing software
- 15. Phone
- 16. Real-time chat on a computer
- 17. Real-time discussion boards
- 18. None
- 19. Other. Please specify \_\_\_\_\_

6) Within your primary supervisory role, please identify the type/s of web-conferencing software you have used in your university-provided supervision: (select all that apply)

- 21. Skype
- 22. Blackboard
- 23. WebCt
- 24. Adobe Connect
- 25. Cisco Web Ex Meeting Center
- 26. Citrix GoToMeeting
- 27. Fuze MeetingPro
- 28. ooVoo Pro
- 29. iMeet
- 30. iLink
- 31. Click Meeting
- 32. MegaMeeting
- 33. GlobalMeet
- 34. Ready Talk
- 35. InterCall
- 36. Infinite Conferencing
- 37. Facetime
- 38. VSee
- 39. Google video chat
- 40. None
- 41. Other. Please specify \_\_\_\_



7) Within your primary supervisory role, what types of technology were used to share supervisee recorded counseling sessions between the university supervisor and supervisee? (select all which apply)

- 18. Blackboard
- 19. WebCt
- 20. Morpheus
- 21. Vuze
- 22. BackupGenie
- 23. Mozy
- 24. Box
- 25. Zip Cloud
- 26. JustCloud
- 27. Zendto
- 28. Googledocs
- 29. Dropbox
- 30. Sugarsync
- 31. A University e-mail account
- 32. A private, non-university affiliated e-mail account
- 33. Recorded sessions were physically mailed from the supervisor to the supervisee
- 34. Recorded sessions were watched during the session via video web-conferencing software
- 35. None, recorded sessions were physically submitted to the supervisor
- 36. Other. Please specify \_\_\_\_\_

8) Within your primary supervisory role, what type of technology have you utilized for the transmission of paperwork (e.g. site agreements, supervision agreements, formal evaluations...etc.) between the university supervisor and the supervisee?

- 21. None, paperwork was physically submitted to the supervisor
- 22. Blackboard
- 23. WebCt
- 24. Morpheus
- 25. Vuze
- 26. BackupGenie
- 27. Mozy
- 28. Box
- 29. Zip Cloud
- 30. JustCloud
- 31. Googledocs
- 32. Dropbox
- 33. Sugarsync
- 34. Zendto
- 35. A University e-mail account
- 36. A private, non-university affiliated e-mail account
- 37. Other. Please specify the exact software used \_\_\_\_\_

9) Within your primary supervisory role, have you received formal training on the technology you used in your university-provided supervision experience/s?

- 19. Yes
- 20. No
- 21. For some forms of technology, but not others

10) Regarding the technology you used within your primary supervisory role, which of the following legal/ethical areas did you receive training? (select all which apply)

- 1. HIPAA
- 2. FERPA
- 3. ACA Code of Ethics
- 4. None

11) *Note to panel-Survey logic will be used. Those that responded to d. on the above question will not receive this question*

In your opinion, how often did you use distance supervision technology in compliance with HIPAA, FERPA, and the ACA Code of Ethics?

- | HIPAA               | FERPA               | ACA Code of Ethics  |
|---------------------|---------------------|---------------------|
| 1. Always           | a) Always           | a) Always           |
| 2. Most of the time | b) Most of the time | b) Most of the time |
| 3. Some of the time | c) Some of the time | c) Some of the time |
| 4. Rarely           | d) Rarely           | d) Rarely           |
| 5. Never            | e) Never            | e) Never            |
| 6. I don't know     | f) I don't know     | f) I don't know     |

12) *Note to panel- For supervisors only--survey logic will be used*

Distance supervision is supervision conducted in real time which the supervisor and supervisee were located in separate physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Within your primary supervisory role, how many months have you provided university-provided distance supervision including this semester/quarter? \_\_\_\_\_ months

12) *Note to panel- For supervisees only--survey logic will be used*

Distance supervision is supervision conducted in real time which the supervisor and supervisee were located in separate physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Within your primary supervisory role, how many months have you received university-provided distance supervision including this semester/quarter? \_\_\_\_\_ months

## **Part 2**

**Directions:** From the perspective of your primary supervisory role and university role, please fill out the remainder of the survey based on your current supervision experience for this semester only.

13) *Note to panel- For supervisors only--survey logic will be used*

Although you may be providing supervision in more than one format (e.g. individual, triadic, group) identify the primary format of university-provided supervision you are providing this semester:

(Please answer the remainder of the survey from this perspective.)

1. I am not providing any university provided supervision this semester
2. Practicum Individual
3. Practicum Triadic
4. Practicum Group
5. Internship Individual
6. Internship Triadic
7. Internship Group
8. Other \_\_\_\_\_

13) *Note to panel- For supervisors only--survey logic will be used*

Although you may be receiving supervision in more than one format (e.g. individual, triadic, group...etc) identify the primary format of university-provided supervision you are receiving this semester:

(Please answer the remainder of the survey from this perspective.)

- a) I am not providing any university provided supervision this semester
- b) Practicum Individual
- c) Practicum Triadic
- d) Internship Individual
- e) Internship Triadic
- f) Other \_\_\_\_\_

14) *Note to panel- For supervisors only--survey logic will be used*

Within your primary supervisory role and primary format of supervision, how are you currently providing supervision when communicating synchronously (in real time)?

- a) Face-to-face only
- b) Distance only
- c) Both face-to-face and distance
- d) We do not communicate synchronously/ in real time

14) *Note to panel- For supervisees only--survey logic will be used*

Within your primary supervisory role and primary format of supervision, how are you currently receiving supervision when communicating synchronously (in real time)?

- a) Face-to-face only
- b) Distance only
- c) Both face-to-face and distance
- d) We do not communicate synchronously/ in real time

15) Please check the below communication methods you used in university-provided supervision this semester. (select all that apply)

- 1. ☐ E-mail
- 2. ☐ Texting on a phone
- 3. ☐ Physical letters
- 4. ☐ Discussion Boards
- 5. ☐ Blogs
- 6. ☐ Face-to-face/in-person
- 7. ☐ Video-web conferencing software
- 8. ☐ Audio-only web conferencing software
- 9. ☐ Phone
- 10. ☐ Real-time chat on a computer
- 11. ☐ Real-time discussion boards
- 12. ☐ None
- 13. ☐ Other. Please specify \_\_\_\_\_

16) Please check the below communication methods related to the web conferencing software programs that you used in university-provided supervision this semester. (select all that apply)

- 41. ☐ Skype
- 42. ☐ Blackboard
- 43. ☐ WebCt
- 44. ☐ Adobe Connect
- 45. ☐ Cisco Web Ex Meeting Center
- 46. ☐ Citrix GoToMeeting
- 47. ☐ Fuze MeetingPro
- 48. ☐ ooVoo Pro
- 49. ☐ iMeet
- 50. ☐ iLink
- 51. ☐ Click Meeting
- 52. ☐ MegaMeeting
- 53. ☐ GlobalMeet
- 54. ☐ Ready Talk
- 55. ☐ InterCall
- 56. ☐ VSee
- 57. ☐ Infinite Conferencing
- 58. ☐ Facetime
- 59. ☐ Google video chat
- 60. ☐ None

61. \_\_\_\_ Other. Please specify \_\_\_\_\_

### **Demographics**

**Directions-** Please fill out the following items in reference to your demographic information.

17) Estimate the distance in miles your home is located from your university (please check on Google Maps if you don't know off the top of your head): \_\_\_\_\_

18) Marital status:

1. Single
2. In a relationship
3. Married/civil union

19) Please estimate your average annual household income:

- a) Less than \$10,000
- b) \$10,000 to \$19,999
- c) \$20,000 to \$29,999
- d) \$30,000 to \$39,999
- e) \$40,000 to \$49,999
- f) \$50,000 to \$59,999
- g) \$60,000 to \$69,999
- h) \$70,000 to \$79,999
- i) \$80,000 to \$89,999
- j) \$90,000 to \$99,999
- k) \$100,000 to \$149,999
- l) \$150,000 or more

21) Gender:

3. Male
4. Female
5. Transgender

22) Age \_\_\_\_\_

23) Number of household dependents (dependents are defined as those who are legally declared as dependents when filing your taxes): \_\_\_\_\_

24) Number of dependents under the age of 10 living in the household \_\_\_\_\_

25) Employment is defined as a job which you are paid to complete. On average, how many hours a week do you work (insert zero if you are not currently employed)? \_\_\_\_\_

26) Please specify the ethnicity you most identify with:

7. Asian / Pacific Islander
8. Black or African American
9. Hispanic or Latino
10. Native American or American Indian
11. White or Caucasian
12. Biracial/Multiracial
13. Other

27) Please provide the name of your college/university in the blank. This information will be used to estimate response rate and the scope of participants reached by the survey. Individual names of all colleges/universities will be kept confidential and will not be reported in the study.

---

30-42) Working Alliance Short Form tailored to supervision WAI-S. The working alliance short form is an instrument which measures working alliance across three subscales: goal, task, and bond.

### **Expert Review Panel Feedback**

- Please provide feedback on how the items meet the purpose of the instrument. The survey was designed to assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information.
- Please provide feedback on any missing content areas that should be further considered.
- Please provide feedback on any items which may be unclear to participants.
- Please provide feedback on the instrument's efficacy for addressing the proposed research questions.
- Please provide feedback on the instruments design and any suggestions for improvement.
- May I contact you if I have any questions regarding your feedback?
- If yes, what is your preferred e-mail address?

## Survey Information

### **Purpose:**

The 27-item survey was designed to assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information.

### **Target Population:**

1) Counseling students (master' level or higher) receiving university provided supervision who are currently participating in practicum or internship and enrolled in a CACREP accredited counseling program.

2) Counseling supervisors currently providing university provided supervision for practicum or internship students (master' level or higher) in a CACREP accredited counseling program.

### **Description of Instrument:**

- 27 items + the 12 item WAI-S (Working Alliance Inventory- Short Form). WAI-S not included.
- The survey will be administered digitally through survey monkey.
- Survey logic will be used to end the survey for participants who do not meet the criteria for participation.
- All items will require forced responses to avoid missing data.

### **Research Questions:**

**Research Question 1:** What is the prevalence of distance supervision in CACREP-accredited counselor education programs?

**Research Question 2 [later moved to RQ3]:** Controlling for experience as a participant in distance supervision, is there a significant relationship between synchronous supervision delivery method groups (distance supervision, face-to-face supervision, and hybrid supervision) and supervisory working alliance?

**Research Question 3 [later moved to RQ4]:** Controlling for experience as a participant in distance supervision, what types of synchronous distance supervision delivery methods (video web-conferencing, audio web-conferencing, phone, computer mediated real-time chat) are significantly associated with supervisory working alliance?

**Research Question 4 [later moved to RQ2]:** What demographic variables (distance from university, work status, household income, household dependents) significantly predict participation in synchronous distance supervision?



**Appendix G**  
**Expert Review Panel Feedback**

Item Draft	Question/Directions	Response Items	Feedback	Decision/Change to item	Item Draft
2	<b>Part 1</b> <b>Directions-</b> Please fill out the following items in reference to your participation in university provided supervision in your counselor education program.		1)"complete" instead of "fill out". 2)consider "regarding" instead of "in reference to". 3) Consider, "Please complete the following items based on your supervisory responsibilities within your universities' counselor education program."	1-3) changes made. Directions were also reworded to avoid the use of "in reference to".	Part 1 direct ions
1	Please select your <u>primary role</u> at your university:	a) Faculty member b) Doctoral student c) Educational Specialist Student d) Master's student e) Other _____		"Primary role" was removed per suggestions listed under below items. Item moved to question 2. The survey was also divided into two forms, one for supervisors and one for supervisees between items 1-17. Dividing the survey allowed for the clarification of numerous items and	2,2a

2	<p><i>Note to panel- If response c., then survey will end</i></p> <p>Please describe your <u>current &amp; primary role</u> as it relates to supervision:</p> <p><b>Please fill out the remainder of this survey from the perspective of your primary university role and supervisory role.</b></p>	<p>a) Supervisor</p> <p>b) Supervisee</p> <p>c) Currently, I am not in the role of a supervisor or supervisee</p>	<p>1)"complete" instead of "fill out".</p> <p>2)"this" instead of "your".</p> <p>3) Do you want to include instructor here? I wonder if some internship/practicum instructors consider what they do as supervision.</p> <p>4)This is a little confusing. Can it be worded to make it clearer?</p> <p>5)Delete university role</p> <p>6) This may screen respondents who have a lot of experience with technology mediated supervision, but are not currently in a supervisory relationship.</p> <p>7) Can it be multiple-answer question? For example, a participant might be a supervisor and supervisee at the same time.</p> <p>8) This could be a judgment call for some folks. If you asked me last year I would have said supervisor, since that is what I've was doing more of</p>	<p>Item moved to question one. The directions and item were reworded for clarity based on suggestions 1-8. The instructions and question were also reworded to include individuals with past supervision experience at their current university. The definition of University-provided supervision was operationalized.</p>	1
---	---	---	---	---	---

3	<p><i>Note to panel- If response a., then survey will end</i></p> <p>Please indicate the type of CACREP accredited graduate counseling program that you are primarily participating in within your <u>primary supervisory role</u>. (select all that apply):</p>	<p>a) My primary program is not CACREP accredited</p> <p>b) Addictions Counseling</p> <p>c) Career Counseling</p> <p>d) Clinical Mental Health Counseling/Community Counseling</p> <p>e) Marriage, Couple, and Family Counseling</p> <p>f) School Counseling</p> <p>g) Student Affairs and College Counseling</p> <p>h) Other</p>	<p>while also being a supervisee. Is that how you'd want me to answer, or is there another way to determine? Should you operationalize "primary"?</p> <p>1) Why would survey end for response a)?</p> <p>2) Awkward wording, consider "For which CACREP-accredited programs are you serving in your primary supervisory role?"</p> <p>3) unclear was the area of counseling i.e. addiction, marriage and family, clinical mental health... How do these areas fit into your variables?.. It is unclear where the field of counseling would be placed, would it be demographics?</p> <p>4) CACREP refers to the programs as specialties, so you may want to use the same language here. Something along the lines of "Please indicate any and all CACREP accredited graduate program specialties that your primary supervisory role is currently taking place in." (Select ALL</p>	<p>The item was reworded for clarity, the language specialty area was included in the revision, and the "primary program" language was removed. Adding PhD counselor education response item was noted, but missed when updating the survey. The "other" response was maintained in case any new CACREP specialty programs were approved during the course of the study. The possibility of splitting the item into multiple items</p>	3,3a
---	--	---	---	--	------

			<p>that apply)</p> <p>5) I am not sure what you mean by primary program, it seems you use primary quite a bit. I would just say "My program is not CACREP accredited"</p> <p>6) I wouldn't give an "other," if you are not wanting to survey those not providing supervision within a CACREP accredited program or specialty. You run the risk of respondents putting other and therefore skewing your results and having to throw out their responses. I would change this to being "Counselor Education and Supervision Ph.D." as that is currently the only other specialty offered in the 2009 CACREP standards.</p> <p>7) May want to break up into 2-3 questions, keeping the checkmark response format ('Is your program CACREP accredited?'; 'How is your program accredited under CACREP?'; 'Please indicate the types of programs where</p>	<p>was considered to gain additional information; however, to keep the number of items as minimal as possible the single item served the primary purpose of acting as a screening question.</p>	
--	--	--	---	---	--

4	Distance supervision is defined as supervision conducted with the use of technology when the supervisor and supervisee are located in different physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Is university provided distance supervision offered as an option at your program?	a) Yes b) No c) I don't know	you have provided distance supervision'. 8) Maybe adding Rehab counseling programs? 9) Some university provided supervision happens between doc students as supervisor and master's students as supervisee.	4,4a
			1) Add "or doctoral student" after faculty member; Add "utilizing both of these definitions," to begin final sentence. 2) Avoid using "option" it implies person has a choice. 3) Consider, "Regardless of your participation in it, does university provided distance supervision exist in your program." 4) Consider hybrid response. 5) A little wordy. 6) This could work as the first question, especially with the definition here 7) Not all supervisors are faculty members, most are doc students who do not have to	The definition of university provided supervision was moved to the top of the survey. The language in the definition was revised to include the occurrence of doctoral supervisors. The term "option" in the item was removed and the question was reworded. A variation of suggestion number 3 was adopted for the item. The item remained as number

			have a GTA—may want to clarify	4 since the first three items act as screening questions.	
5	<p>Within your <u>primary supervisory role</u>, please identify the types of technology you have used in <u>university-provided supervision</u> (select all that apply):</p>	<p>a) E-mail</p> <p>b) Texting on a phone</p> <p>c) Physical letters</p> <p>d) Discussion Boards</p> <p>e) Blogs</p> <p>f) Video-web conferencing software</p> <p>g) Audio-only web conferencing software</p> <p>h) Phone</p> <p>i) Real-time chat on a computer</p> <p>j) Real-time discussion boards</p> <p>k) None</p> <p>l) Other. Please specify _____</p>	<p>1) "Types" or "forms"?</p> <p>2) Provide example for f) and g); texting is not a word.</p> <p>3) This needs to be clearer... "within your role in supervision".</p> <p>4) Why limit to primary supervisory role? Same question throughout.</p> <p>5) Perhaps word it "within your primary role as a supervisor or supervisee" – when I read "primary supervisory role" some supervisees might not interpret it right and think it doesn't apply to them. Just a thought.</p> <p>6) What's this? Is this snail mail [physical letters]? I'm not sure what you mean here.</p>	<p>The language primary supervisory role was removed from the question per suggestion 4 and 5. Per suggestion 6, "snail mail" was added to response c. Per suggestion 2 examples were provided for responses items f. and g.</p>	5,5a
6	<p>Within your <u>primary supervisory role</u>, please identify the type/s of web-conferencing software you have used in your <u>university-provided supervision</u>:</p>	<p>a) Skype</p> <p>b) Blackboard</p> <p>c) WebCt</p> <p>d) Adobe Connect</p> <p>e) Cisco Web Ex Meeting Center</p> <p>f) Citrix GoToMeeting</p>	<p>1) Collaborate is the Bb web-conferencing software. A previous version of it is called Illuminate. Wimba is another one that works inside the Bb platform. The software isn't Bb...</p>	<p>The language primary supervisor was removed per suggestion 3. The Blackboard response item was removed per</p>	6,6a

	(select all that apply)	<p>g) Fuze MeetingPro</p> <p>h) ooVoo Pro</p> <p>i) iMeet</p> <p>j) iLink</p> <p>k) Click Meeting</p> <p>l) MegaMeeting</p> <p>m) GlobalMeet</p> <p>n) Ready Talk</p> <p>o) InterCall</p> <p>p) Infinite Conferencing</p> <p>q) Facetime</p> <p>r) VSee</p> <p>s) Google video chat</p> <p>t) None</p> <p>u) Other. Please specify ____</p>	<p>2) WebCT was bought out by a program that is now being called Collaborate and being used in Blackboard. You might want to consider this as an option on this list or respondents could use "other"</p> <p>3) Why are you underlining primary supervisory role? You have it in all of your questions—just don't understand the purpose.</p>	<p>suggestion 1,2 and replaced with collaborate, WebCt, Illuminate and Wimba.</p>	
7	<p>Within your primary supervisory role, what types of technology were used to share supervisee recorded counseling sessions between the university supervisor and supervisee? (select all which apply)</p>	<p>a) Blackboard</p> <p>b) WebCt</p> <p>c) Morpheus</p> <p>d) Vuze</p> <p>e) BackupGenie</p> <p>f) Mozy</p> <p>g) Box</p> <p>h) Zip Cloud</p> <p>i) JustCloud</p> <p>j) Zendto</p> <p>k) Googledocs</p> <p>l) Dropbox</p> <p>m) Sugarsync</p> <p>n) A University e-mail</p>	<p>1) Collaborate is the Bb web-conferencing software. A previous version of it is called Illuminate. Wimba is another one that works inside the Bb platform. The software isn't Bb.</p> <p>2) consider Panopto as a response.</p> <p>3) p &amp; r responses: Made some wording suggestions here for clarity. "Recorded sessions were mailed between the supervisor and supervisee",</p>	<p>Primary supervisory role language was removed from the question. The Blackboard response item suggestion was address as it was for item 6. The p. and r. response items were changed as suggested by suggestion 3.</p>	7,7a



			<p>account</p> <p>o) A private, non-university affiliated e-mail account</p> <p>p) Recorded sessions were physically mailed from the supervisor to the supervisee</p> <p>q) Recorded sessions were watched during the session via video web-conferencing software</p> <p>r) None, recorded sessions were physically submitted to the supervisor</p> <p>s) Other. Please specify _____</p>	"Recorded sessions were physically handed between the supervisor and supervisee"		
8	<p>Within your <u>primary</u> supervisory role, what type of technology have you utilized for the transmission of paperwork (e.g. site agreements, supervision agreements, formal evaluations...etc.)</p> <p>between the <u>university supervisor</u> and the <u>supervisee</u>?</p>	<p>a) None, paperwork was physically submitted to the supervisor</p> <p>b) Blackboard</p> <p>c) WebCt</p> <p>d) Morpheus</p> <p>e) Vuze</p> <p>f) BackupGenie</p> <p>g) Mozy</p> <p>h) Box</p> <p>i) Zip Cloud</p> <p>j) JustCloud</p>	<p>1) Consider TK20 response</p> <p>2) Is this totally necessary in the questions [ primary supervisory role]?</p> <p>3) Can the "primary supervisory role" be taken out completely?</p> <p>4) If you use e.g., don't also use etc</p> <p>5) Do you want to distinguish mailed versus handed, like you did in the previous question?</p>	<p>The primary supervisory role language was removed from the question per suggestions 2 and 3. Etc was removed from the question per suggestions 4. Suggestions 5 and 1 were accidentally overlooked when</p>	8,8a	

9	Within your primary <u>supervisory</u> role, have you received formal training on the technology you used in your <u>university-provided</u> supervision experience/s?	<p>k) Google docs l) Dropbox m) Sugarsync n) Zendto o) A University e-mail account p) A private, non-university affiliated e-mail account q) Other. Please specify the exact software used _____</p> <p>a) Yes b) No c) For some forms of technology, but not others</p>			making revisions to the survey in Qualtrics.	
			1) Consider adding more options here, like: Yes, formally Yes, informally Yes, referred to an online training No, not at all For some forms 2) If they choose this [c], do you want them to tell you which ones?			9,9a The language primary supervisory role was removed. Item was reworded for clarity, and the response items were removed and replaced with an open response option. The purpose of the open response option was so that this item may be cross referenced with items 6,7, and 8 to determine if participants received training on

				the technology specified for use.	
10	Regarding the technology you used within your <u>primary</u> supervisory role, which of the following legal/ethical areas did you receive training? (select all which apply)	a) HIPAA b) FERPA c) ACA Code of Ethics d) None	1) Are you going to explain these or just leave the abbreviation [HIPAA, FERPA]? 2) You probably should include the acronym and the full wording the first time for the first two.	The language primary supervisory role was removed.	10,10 a
11	<i>Note to panel-Survey logic will be used. Those that responded to d. on the above question will not receive this question</i> In your opinion, how often did you use distance supervision technology in compliance with HIPAA, FERPA, and the ACA Code of Ethics?		1) Why screen those with no training from responding to question 11? Not receiving training does not mean their supervision was or was not HIPAA compliant by itself.	Screening was removed per suggestion 1.	11,11 a
12	<i>Note to panel- For supervisors only--survey logic will be used</i> Distance supervision is supervision conducted in real time which the supervisor and	_____ months	1) Maybe put those definitions in parentheses after the question? 2) You define distance supervision above and I don't remember this being part of that definition. Also the	The language primary supervisory role was removed. The definition of distance supervision was assessed for consistency with the	12a

	<p>supervisee were located in separate physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Within your <u>primary supervisory role</u>, how many months have you provided <u>university-provided</u> distance supervision including this semester/quarter?</p>		<p>current literature defines "real time" meetings online as synchronous and online forums that do not require same time meetings of the participants (email, discussion boards/forums etc.) as asynchronous. You may want to consider this.</p> <p>3) Repeated below; also, is might approximate number of distance supervision sessions, and/or supervisees, be more precise than # of months?</p> <p>4) You may want to state that a semester typically include 4 months while a quarter is usually 3. It will help them do the math a little quicker.</p> <p>5) What about years and months? For some folks doing a long time, they might not want to calculate months?? Same goes for #12</p>	<p>previously listed definition per suggestion 2. The language synchronous and asynchronous were avoided for clarity. The repeated definition of university provided supervision was removed and deemed unnecessary to be repeated. Per suggestion 5 and with consideration of suggestions 3 and 4, the item response months was divided into years and months to limit the amount of math required of participants.</p>	12
12	<p><i>Note to panel- For supervisees only--survey logic will be used</i></p> <p>Distance supervision is supervision conducted in</p>	<p>_____ months</p>		See above changes	12

	real time which the supervisor and supervisee were located in separate physical locations. University provided supervision is defined as supervision between a university faculty member and a supervisee. Within your <u>primary supervisory role</u> , how many months have you received <u>university-provided distance supervision</u> including this semester/quarter?				
	<p><b>Part 2</b></p> <p><b>Directions:</b> From the perspective of your <u>primary supervisory role</u> and university role, please fill out the remainder of the survey based on your <u>current supervision experience for this semester only</u>.</p>	<p>1) Replace "fill out" with "complete"</p> <p>2) This is unclear [primary supervisory role]</p> <p>3) How would you operationalize primary and secondary supervisor roles?</p> <p>4) Seems confusing to add this [university role] you just want to know from primary role as supervisor or supervisee, might be clearer to say that.</p>	<p>The language primary supervisory role was removed. Per suggestion 1 the language complete was removed. The directions were reworded to provide clarity.</p>		
13	Note to panel- For	a) I am not providing any	1) How can they answer this	Per suggestion 1	13a

	<p><i>supervisors only-- survey logic will be used</i></p> <p>Although you may be providing supervision in more than one format (e.g. individual, triadic, group) identify the <u>primary format</u> of <u>university-provided</u> supervision you are providing this semester: (Please answer the remainder of the survey from this perspective.)</p>	<p>university provided supervision this semester</p> <p>b) Practicum Individual c) Practicum Triadic d) Practicum Group e) Internship Individual f) Internship Triadic g) Internship Group h) Other _____</p>	<p>question? What if they have one individual, 1 triadic group, and 1 group? What if they have one Practicum section and one Internship section? This question will need some work. 2) In #13, why is the type of supervision included i.e. individual and triadic but there is no variable or research question which addresses the type of supervision? 3) This is not clear! Primary format—does that mean the most of? I had two groups of triadic and two individual in my previous semester, so what would I put? This question needs to be re-worded. Also, you are assuming the schools were strict with not mixing practicum/internship triadic etc. 4) Can it be multiple answer question?</p>	<p>and 3, the rewritten directions were clarified to ask participants to think about only one format of supervision with one supervisee/supervisor for the remainder of the survey. 2 This question acts as a screening question in addition to allowing the researcher to run additional analyses within each research question by splitting participants into format groups if sample size permits.</p>	
13	<p>Although you may be receiving supervision in more than one format (e.g. individual, triadic,</p>	<p>a) I am not providing any university provided supervision this semester b) Practicum Individual c) Practicum Triadic</p>	<p>1) Providing or receiving? 2) Supervisees? 3) Copy and paste mistake? 4) Missing group formats for each?? You included them in</p>	<p>Suggestion 1-4 typo corrected.</p>	13

	group...etc) identify the <u>primary</u> format of <u>university-provided</u> supervision you are receiving this semester: (Please answer the remainder of the survey from this perspective.)	d) Internship Individual e) Internship Triadic f) Other _____	other #13	
14	<i>Note to panel- For supervisors only-- survey logic will be used</i> Within your <u>primary</u> <u>supervisory</u> role and <u>primary</u> format of supervision, how are you currently providing supervision when communicating synchronously (in real time)?	a) Face-to-face only b) Distance only c) Both face-to-face and distance d) We do not communicate synchronously/ in real time	1) Be careful about wording. It might be distance with some and f2f with others, and it might be both distance and f2f with some. 2) This question and the following question and the possible responses are confusing to me.	14a Suggestion 1, select all that apply was added and per suggestion 2 the response items were reworded.
14	<i>Note to panel- For supervisees only-- survey logic will be used</i> Within your <u>primary</u> <u>supervisory</u> role and	a) Face-to-face only b) Distance only c) Both face-to-face and distance d) We do not communicate synchronously/ in real time		14 Changes made as indicated in the above item

	primary format of supervision, how are you currently receiving supervision when communicating synchronously (in real time)?				
15	Please check the below communication methods you used in <u>university-provided</u> supervision this semester. (select all that apply)	a) <input type="checkbox"/> E-mail b) <input type="checkbox"/> Texting on a phone c) <input type="checkbox"/> Physical letters d) <input type="checkbox"/> Discussion Boards e) <input type="checkbox"/> Blogs f) <input type="checkbox"/> Face-to-face/in-person g) <input type="checkbox"/> Video-web conferencing software h) <input type="checkbox"/> Audio-only web conferencing software i) <input type="checkbox"/> Phone j) <input type="checkbox"/> Real-time chat on a computer k) <input type="checkbox"/> Real-time discussion boards l) <input type="checkbox"/> None m) <input type="checkbox"/> Other. Please specify	1) Replace "below" with "following" 2) This question can subsume question 14. 3) Do you mean only DURING supervision OR ways you have communicated with your supervisor in general during the semester? This question maybe unclear to the readers. 4) do you mean snail mail? I find the term "physical letters" very awkward and can't imagine anyone doing this.	Per suggestion 2, this item was removed considering the information needed to be obtained was more concisely stipulated in question 14.	Removed
16	Please check the below communication methods related to the web conferencing	a) <input type="checkbox"/> Skype b) <input type="checkbox"/> Blackboard c) <input type="checkbox"/> WebCt d) <input type="checkbox"/> Adobe Connect	1) Replace "below" with "following" 2) Remember, it's not Bb, it's Collaborate, Illuminate, or	The question was reworded to remove the language below. Suggestion 2 was	15, 15a



	software programs that you used in <u>university-provided</u> supervision this semester. (select all that apply)	<p>e) <input type="checkbox"/> Cisco Web Ex Meeting Center</p> <p>f) <input type="checkbox"/> Citrix GoToMeeting</p> <p>g) <input type="checkbox"/> Fuze MeetingPro</p> <p>h) <input type="checkbox"/> ooVoo Pro</p> <p>i) <input type="checkbox"/> iMeet</p> <p>j) <input type="checkbox"/> iLink</p> <p>k) <input type="checkbox"/> Click Meeting</p> <p>l) <input type="checkbox"/> MegaMeeting</p> <p>m) <input type="checkbox"/> GlobalMeet</p> <p>n) <input type="checkbox"/> Ready Talk</p> <p>o) <input type="checkbox"/> InterCall</p> <p>p) <input type="checkbox"/> VSee</p> <p>q) <input type="checkbox"/> Infinite Conferencing</p> <p>r) <input type="checkbox"/> Facetime</p> <p>s) <input type="checkbox"/> Google video chat</p> <p>t) <input type="checkbox"/> None</p> <p>u) <input type="checkbox"/> Other. Please specify</p>	Wimba. And there might be others 3) How is this different from Q6?	implemented. Regarding suggestion 3, the directions were written to clarify that these questions only pertain to the current semester of supervision.	
New Item	16) Did you have the choice to participate in distance supervision this <u>summer 2014</u> semester?	<p>a) Yes</p> <p>b) No</p>	New Item Draft 3	Item regarding choice was added to the survey per suggestion 35 and to assist in addressing suggestion 13 of the general suggestions section following this chart.	16, 16a
New Item	17) How many hours of supervision did	a) Pull down menu	New Item Draft 3	Item added per suggestions of	17, 17a

	you complete with your supervisee during the summer 2014 semester?			dissertation committee members. May be useful to run additional analysis to see if hours in supervision influence the development of working alliance	
	<b>Demographics</b> <b>Directions-</b> Please fill out the following items in reference to your demographic information.		1) Reword, "please complete the following demographic items"	Directions removed	Removed
17	Estimate the distance in miles your home is located from your university (please check on Google Maps if you don't know off the top of your head)		1) Consider "Please reference Google Maps if you are unsure of the distance." 2) Do you want to provide them a link that opens in another page to this? 3) Remove Google maps	Per suggestions 1-3 Google maps was removed, the question was reworded to obtain less saturated information as noted in comment 35 in the general comments section following this chart.	18
New Item	Please select the state which the main campus of your university is located:	a) Pull Down menu	New Item Draft 3	Based on suggestions 2 and 3 for item 27 of draft 2 the item was added in the event	19

				participants did not feel comfortable listing their university. A prefer not to say responses was also added to the pull down menu.	
18	Marital status:	a) Single b) In a relationship c) Married/civil union	1) I would check the options here, divorced, widow etc. 2) Add cohabitating and prefer not to say 3) May want an "other not specified category." 4) Consider relationship status	Suggestions 1-4 were incorporated into the revision of the item. Additional response items were added, an other response item was added, a prefer not to say response was added, and language in the question was revised to relationship status.	20
19	Please estimate your average annual household income:	a) Less than \$10,000 b) \$10,000 to \$19,999 c) \$20,000 to \$29,999 d) \$30,000 to \$39,999 e) \$40,000 to \$49,999 f) \$50,000 to \$59,999 g) \$60,000 to \$69,999	1) How is this related to you RQ? 2) add prefer not to say 3) Why do you want to know this? How does it relate to what you are studying? Lots of people are touchy about	Per suggestion 2 prefer not to say was added to the list of responses. The item is an IV for one of the research questions.	21

		h) \$70,000 to \$79,999 i) \$80,000 to \$89,999 j) \$90,000 to \$99,999 k) \$100,000 to \$149,999 l) \$150,000 or more	income questions (I know from doing a bunch of phone surveys in a past life) and people lie about this a lot. Are you hypothesizing income has some connection to use of technology?	Precautions were taken to ask for a range of income opposed to exact income in hopes of not deterring participants from completing the survey	
20	No item 20, mistake in numbering				
21	Gender	a) Male b) Female c) Transgender	1) Insert "unsure" response. 2) I'd look at the survey design research and the options they give for gender. 3) This question should be 'check all that apply', as trans men and women also identify as male or female. You would identify transgender respondents this way, and whether they are a transman or transwoman. You may also want to include other for non-binary identifying respondents. 4) Add other and PSN 5) May want an "other not specified category...."	Per suggestions 1-5, and other response and prefer not to say response was developed in addition to adding a select all that apply option.	22
22	Age			The question was	23

				reworded to state, "Please specify your age".	
23	Number of household dependents (dependents are defined as those who are legally declared as dependents when filing your taxes)	_____	1) Delete "dependents are defined as those who are". 2) What is the rationale for this question? Too many invasive questions can turn off respondents 3) May want to clarify if they should include themselves	Suggestions 1-3 were addressed by rewording the question to request information on how many children participants were the legal guardian of.	24
24	Number of dependents under the age of 10 living in the household	_____	1) Consider re-wording this to be "Of the dependents listed in #23 how many are under the age of 10 currently living in your household?" 2) Why 10? 3) Is that related to a hypothesis? If not, I'd only ask the essential demo questions.	Per suggestions 1-3, the item was reworded and the use of age 10 was reconsidered. The question was revised to request information on the age of children.	25
25	Employment is defined as a job which you are paid to complete. On average, how many hours a week do you work (insert zero if you are not currently employed)	_____	1) On average how many hours a week are you employed? 2) Or is it better to ask, part-time, full-time, or not at all, etc?	To obtain a response that was interval in nature, the question was maintained.	26

26	Please specify the ethnicity you most identify with:	a) Asian / Pacific Islander b) Black or African American c) Hispanic or Latino d) Native American or American Indian e) White or Caucasian f) Biracial/Multiracial g) Other	1) Add "with which" after ethnicity, delete "with". 2) Federal forms now list ethnicity as Hispanic or Latino and Race includes; American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander or White/Caucasian. 3) Add PNS	Suggestions 1-3 were made to the item. Suggestion 2 was noted but unintentionally overlook when updating the survey to Qualtrics.	27
27	Please provide the name of your college/university in the blank. This information will be used to estimate response rate and the scope of participants reached by the survey. Individual names of all colleges/universities will be kept <u>confidential</u> and <u>will not</u> be reported in the study.	_____	1) Do you have access to the total # of students in each program? If not, this question doesn't really have a purpose? 2) Will this be mandatory? Some universities may not/ can not participate in research that may be used for publication. Just something to consider. If you need the demographic region you may want to consider how you might gather that without the specifics of the university to ensure complete anonymity. 3) You may want to ask for the city and state of the university instead of the name.	Suggestion 2 was addressed by adding a prefer not to say response item. Suggestion 3 was addressed by adding item 19 to the survey. Regarding suggestion 1, although the item will not assist with response rate, the information may still be useful when discussing the generalizability of results to the survey population.	28
28-	Working Alliance Short Form		1) I would put this before the	Per suggestion 1,	

39		demographic questions.	the demographic section was moved to the end of the survey.
----	--	------------------------	---

Please provide feedback on how the items meet the purpose of the instrument. The survey was designed to assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information.

#	Feedback	Decision/Action
1	I think you did a great job! There were a few places that were awkward, but I noted those in track changes.	N/A
2	The question set solicits data from all facets of distance supervision in counselor education.	N/A
3	I think how well it assesses "prevalence" will depend greatly on your sample size (depending on what you mean by "prevalence"). However, it seems to be a comprehensive investigation into how much distance supervision is used at the participant's institution and to what extent. If that is what you mean by "prevalence," then I think this assessment does this well.	Multiple sections of the dissertation were reviewed to clarify prevalence and an item was added.
4	You've covered all bases for what I would think vital information for distance supervision. The items were all necessary for the instrument.	N/A
5	I think your instrument meets the above stated purpose	N/A
6	All of the questions seem to relate directly to the research questions.	N/A
7	It seems that your instrument is designed to target distance	N/A

	supervision. We call at our university what you are calling distance supervision "faculty supervision" as CACREP requires students receive weekly faculty supervision. It seems your survey is intentional and addresses and gathers the feedback you are listing here.	
8	These items appear to be related to the purpose of the instrument	

Please provide feedback on any missing content areas that should be further considered.

#	Feedback	Decision/Action
9	Seems like you have everything covered.....EXCEPT – how do the people FEEL about the use of technology in supervision? What do they THINK about distance supervision? Perhaps you could ask a Likert question about their level of satisfaction with the medium employed?	Adding an assessment of satisfaction was previously considered. However, the inventory would add 8 or more questions to the survey depending on the instrument selected. A strong attempt was made to keep the amount of items on the survey as minimal as possible.
10	Covered in my comments. No missing items as far as I can tell, but there is a suggestion for an additional response on one of the items.	Change made.
11	Are you going to include any information about a change in opinions regarding distance supervision or desire to engage in its practice again?	Adding an assessment of satisfaction was previously considered. However, the inventory would add 8 or more questions to the survey depending on the instrument selected. A strong attempt was made to keep the amount of items on the survey as minimal as possible.
12	I do not think you missed any content areas. I wonder if you should be asking about whether any of the demographic variables influence the scores on the WAI-S.	A very important consideration that was examined while conducting the literature review.
13	I think that all areas are covered in the survey. Maybe you can ask participants if distance supervision was a choice,	Item regarding choice to participate in distance supervision was added.



	necessitated by distance, or caused by another factor (such as lack of available faculty).	
14	The prevalence of distance supervision needs to be assessed. I think a question on how frequently have you received/provided distance supervision may help with knowing its prevalence. Not simply how many months have you received, but how often does your program use distance supervision?	Three questions regarding the prevalence of technology used by participants in supervision are utilized to address prevalence. Prevalence will be further defined regarding the research questions and additional item was added.
15	At this time it does not seem as if you are missing any "content" areas, but I am not real sure in terms of "content" areas what you might be talking about.	N/A
16	Consider time difference	An item was considered regarding time difference; however, it was not added to the survey.
17	I cannot think of any	
18	I didn't notice any missing areas.	

Please provide feedback on any items which may be unclear to participants.

#	Feedback	Decision/Action
20	All were clear.	N/A
21	Nothing appears unclear, but as I said in my comments, you may consider restructuring one of the items for added readability.	Changes accepted as noted
22	I think 'supervisory role' implies what the supervisors job is an not the supervisee. I am not sure I have a better suggestion unless you just say 'in your role as a supervisor/supervisee.	Language pertaining to supervisory role was removed and two forms were developed with language specific to supervisors and supervisees.
23	Some of the wording might be clearer if you further define them (for example: primary supervisory role) or changed them completely.	Language pertaining to supervisory role was removed and two forms were developed with language specific to supervisors and supervisees.
24	The items were clearly written.	N/A

25	I would look a little more at your demographic information and the use of "distance supervision," "university supervision" and primary and supervisory role language. At times that was a little unclear to me what was meant.	The language and use of all three terms specified were reviewed and revised.
26	Consider separate surveys supervisor and supervisee.	Separate surveys were developed
27	Consider making it more clear what primary supervisory experience means. Suggest that they pick a supervision experience.	The primary supervisory language was removed.
28	Place instructions in beginning of survey regarding WAI and who to fill it out about	The instructions were revised to clarify the individual to fill the WAI out in reference to.

Please provide feedback on the instrument's efficacy for addressing the proposed research questions.

#	Feedback	Decision/Action
29	Looks like you're in there!	N/A
30	Demographic variables are standard for the industry. The WAI-S is normed for the participant population with strong validity and reliability.	N/A
31	I think your instrument will effectively address your research questions	N/A
32	Once the questions are made clearer, I think they will measure what you are trying to measure.	Multiple questions were reworded for clarity as suggested
33	As stated earlier, placing items in the appropriate category which are useful for the study and these items are type of	Although some demographic items were included in the first three items of the survey, they held the additional purpose of

	supervision and area of counseling. It is a topic which is long overdue and I think the results will yield even more information for this important component of modern-day supervision.	being screening questions.
34	Not sure about Research Question #2 and #3, did you ask participants about their experience? Also I think when it comes to addressing the research questions and you using the language such as synchronous supervision and distance supervision your instrument really needs to be clear in the language you use. In the profession distance supervision can be conducted and not be synchronous. Distance and synchronous is not interchangeable.	The synchronous and asynchronous language was revised and revised. Items 14 and 16 were also revised to allow participants to be more concisely placed in t delivery method groups.
35	RQ1: Is this your main research question? Will probably require a huge sample to draw credible conclusions (results will be sample specific). RQ2 (later moved to RQ3): Is this going to be a grouping variable? Respondents that have engaged in all 3 obscure the results (your stat won't be able to distinguish)? This seems more like a main research question- RQ3 (later moved to RQ4): All of the listed formats are synchronous, so it is difficult to tease out their unique characteristics and what impact these would have on the SWA; this will obscure your results (most likely resulting in non-significant findings). RQ4 (later moved to RQ2): Is this going to be a saturated prediction model? Makes it difficult to interpret results; you could flip the IV and DV around and make it a MANOVA with planned post-hoc to identify unique relationships.	As a result of the reviewer feedback for RQ1 and dissertation committee member feedback, literature published by Dillman (2007) amongst other researchers will be reviewed for strategies to maximize response rate. Regarding RQ2 to avoid having participants in multiple categories and obscured results, participants will be asked to pick one supervision experience with one supervisor/supervisee to fill out part 2 of the survey. In reference to RQ3 the purpose of the RQ is to tease out any relationship between synchronous distance delivery methods and SWA. There is a clear risk of not having enough participants in the combinations of synchronous distance supervision delivery groups to uncover significant findings. A large sample will be needed. Regarding RQ4, flipping the IV and DV was considered and the literature on distance supervision was reexamined.
36	Looks good to me.	
37	I think it is efficacious, but I wonder about some of the demographic information you are collecting and how it relates to your hypothesis- and/or how info pertaining to income and	All demographic items were reexamined in terms of addressing the RQs and describing the sample. The items pertaining to income and dependents were revised but

	dependents is sensitive- will you get honest answers? Will they be offended you asked?	maintained as items. Participant honesty will be a limitation needed to be discussed in the limitations section.
--	--	--

Please provide feedback on the instruments design and any suggestions for improvement.

#	Feedback	Decision/Action
38	Good design and order of questions.	N/A
39	I think it looks fine.	N/A
40	One thing I would really focus on is the sentence structure. It seems being able to clear and clean some of that up and using primary and supervisory role language and university supervision and such will really help with clarity and instrument design.	Revisions regarding the specified term were made throughout to increase clarity.
41	Why use Survey Monkey over another tool, like Qualtrics or Inquisite?	After a review of Qualtrics and Inquisite, Qualtrics will be used opposed to Survey Monkey.

## Appendix H

### Survey Draft Three

#### INFORMED CONSENT DOCUMENT OLD DOMINION UNIVERSITY

**Directions:** Please review the below information to determine if you would like to participate in this study.

**PROJECT TITLE:** An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods in Distance Supervision

**INTRODUCTION** The purpose of this form is to give you information that may affect your decision whether to say YES or NO to participation in this research, and to record the consent of those who say YES.

#### RESEARCHERS

Danica Hays, Ph. D Counselor Education  
Old Dominion University  
Robert Carlisle, MA, Counseling Services

**DESCRIPTION OF RESEARCH STUDY** Several studies have been conducted looking into the subject of distance supervision, however, little is known regarding the prevalence of distance supervision and the population which utilize distance supervision. This study seeks to uncover the populations which utilize distance supervision and effect of distance supervision on supervisory working alliance. If you say YES to participate in this study, then your participation will last for the time it takes to complete the survey.

**EXCLUSIONARY CRITERIA** To participate in this study, you must have participated in supervision as a supervisor or supervisee at a CACREP accredited university.

**RISKS AND BENEFITS** There are no risks to participants involved in this study.

**BENEFITS:** The main benefit to you for participating in this study is the opportunity to review a copy of the findings. You may potentially utilize the findings to tailor you supervision to improve supervisory working alliance.

**COSTS AND PAYMENTS** The researchers want your decision about participating in this study to be absolutely voluntary. There are no costs or payments regarding participation in the study

#### NEW INFORMATION

If the researchers find new information during this study that would reasonably change your decision about participating, then they will inform you.

#### CONFIDENTIALITY

All information obtained about you in this study is strictly confidential unless disclosure is required by law. The results of this study may be used in reports, presentations and publications, but the researcher will not identify you.

### **WITHDRAWAL PRIVILEGE**

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study -- at any time.

### **VOLUNTARY CONSENT**

By clicking the YES box, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them: If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should contact Dr. Ed. Gomez, Chair, DCOE Human Subjects Review Committee, Old Dominion University.

If you have any questions about the survey itself please feel free to contact rcarl015@odu.edu, Robert Carlisle.

And importantly, by clicking yes below, you are telling the researcher that you agree to participate in this study.

### **Part 1**

This survey is examining your experience in university-provided supervision.

**University-provided supervision** is defined as supervision provided by a member of the university to a student in training.

**Directions:** While completing the following section, please think about your experiences as a supervisor OR supervisee (which ever applies to you) in university-provided supervision at your current university. If you have held both the role of a supervisee and supervisor at your current university, then please pick one of the supervisory roles and complete the entire survey from that perspective.

1) Please select your supervisory role.

- l) Supervisor
- m) Supervisee
- n) I have not been a supervisor or supervisee at my current university. (survey logic-end survey)

### **SURVEY SPLITS TO SUPERVISOR AND SUPERVISEE SEPARATE FORMS**

#### **SUPERVISOR COLUMN**

2) Please select your current position at your university:

- f) Faculty member
- g) Doctoral student
- h) Educational Specialist Student
- i) Master's student

#### **SUPERVISEE COLUMN**

2) Please select your current position at your university:

- a) Faculty member
- b) Doctoral student
- c) Educational Specialist Student
- d) Master's student

j) Other \_\_\_\_\_

e) Other \_\_\_\_\_

3) Please indicate the specialty area of the CACREP accredited program(s) that you are providing supervision. (select all that apply):

- a) Addictions Counseling
- b) Career Counseling
- c) Clinical Mental Health Counseling/Community Counseling
- d) Marriage, Couple, and Family Counseling
- e) School Counseling
- f) Student Affairs and College Counseling
- g) Other \_\_\_\_\_
- h) My primary program is not CACREP accredited (end survey)

4) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

Does distance supervision exist in your program?

- a) Yes
- b) No
- c) I don't know

5) Please identify the types of technology you have used in supervision as a supervisor (select all that apply):

- a) E-mail
- b) Texting on a phone
- c) Physical letters/snail mail
- d) Discussion Boards
- e) Blogs
- f) Video-web conferencing software (e.g., Skype, Adobe Connect, Wimba)
- g) Audio-only web conferencing software (e.g., Skype, Adobe Connect, Wimba)
- h) Phone
- i) Real-time (live) chat on a computer
- j) Real-time (live) discussion boards
- k) None
- l) Other \_\_\_\_\_

6) Please identify the type(s) of web-conferencing software you have used as a supervisor in

3) Please select the specialty area of the CACREP accredited program(s) that you are receiving supervision. (select all that apply):

- j) Addictions Counseling
- k) Career Counseling
- l) Clinical Mental Health Counseling/Community Counseling
- m) Marriage, Couple, and Family Counseling
- n) School Counseling
- o) Student Affairs and College Counseling
- p) Other \_\_\_\_\_
- q) My primary program is not CACREP accredited (end survey)

4) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

Does distance supervision exist in your program?

- a) Yes
- b) No
- c) I don't know

5) Please identify the types of technology you have used in supervision as a supervisee (select all that apply):

- a) E-mail
- b) Texting on a phone
- c) Physical letters/snail mail
- d) Discussion Boards
- e) Blogs
- f) Video-web conferencing software (e.g., Skype, Adobe Connect, Wimba)
- g) Audio-only web conferencing software (e.g., Skype, Adobe Connect, Wimba)
- h) Phone
- i) Real-time (live) chat on a computer
- j) Real-time (live) discussion boards
- k) None
- l) Other \_\_\_\_\_

6) Please identify the type(s) of web-conferencing software you have used as a supervisee in

supervision: (select all that apply)

- a) Skype
  - b) Collaborate
  - c) Illuminate
  - d) Wimba
  - e) WebCt
  - f) Adobe Connect
  - g) Cisco Web Ex Meeting Center
  - h) Citrix GoToMeeting
  - i) Fuze MeetingPro
  - j) ooVoo Pro
  - k) iMeet
  - l) iLink
  - m) Click Meeting
  - n) MegaMeeting
  - o) GlobalMeet
  - p) Ready Talk
  - q) InterCall
  - r) Infinite Conferencing
  - s) Facetime
  - t) VSee
  - u) Google: Open meetings
  - v) None
  - w) Other. Please specify
- 

7) How did your supervisee(s) submit their recorded counseling sessions to you? (select all that apply)

- a) Collaborate
- b) Illuminate
- c) Wimba
- d) WebCt
- e) Morpheus
- f) Vuze
- g) BackupGenie
- h) Mozy
- i) Box
- j) Zip Cloud
- k) JustCloud
- l) Zendto
- m) Googledocs
- n) Dropbox
- o) Sugarsync
- p) A University e-mail account
- q) A private, non-university affiliated e-mail account
- r) Recorded sessions were mailed (snail mail)

supervision: (select all that apply)

- a) Skype
  - b) Collaborate
  - c) Illuminate
  - d) Wimba
  - e) WebCt
  - f) Adobe Connect
  - g) Cisco Web Ex Meeting Center
  - h) Citrix GoToMeeting
  - i) Fuze MeetingPro
  - j) ooVoo Pro
  - k) iMeet
  - l) iLink
  - m) Click Meeting
  - n) MegaMeeting
  - o) GlobalMeet
  - p) Ready Talk
  - q) InterCall
  - r) Infinite Conferencing
  - s) Facetime
  - t) VSee
  - u) Google: Open meetings
  - v) None
  - w) Other. Please specify
- 

7) How did you submit your recorded counseling sessions to your supervisor? (select all that apply)

- a) Collaborate
- b) Illuminate
- c) Wimba
- d) WebCt
- e) Morpheus
- f) Vuze
- g) BackupGenie
- h) Mozy
- i) Box
- j) Zip Cloud
- k) JustCloud
- l) Zendto
- m) Googledocs
- n) Dropbox
- o) Sugarsync
- p) A University e-mail account
- q) A private, non-university affiliated e-mail account
- r) Recorded sessions were mailed (snail mail) between the supervisor and the supervisee



- between the supervisor and the supervisee
- s) Recorded sessions were watched during a face-to-face supervision session on a recording devise, computer, or TV.
- t) Recorded sessions were watched during the session via video web-conferencing software
- u) Recorded sessions were physically handed between the supervisor and supervisee
- v) Other \_\_\_\_\_

- s) Recorded sessions were watched during a face-to-face supervision session on a recording devise, computer, or TV.
- t) Recorded sessions were watched during the session via video web-conferencing software
- u) Recorded sessions were physically handed between the supervisor and supervisee
- v) Other \_\_\_\_\_

8) How did your supervisee submit paperwork (e.g. site agreements, formal evaluations) to you? (select all that apply)

- a) Blackboard
- b) WebCt
- c) Morpheus
- d) Vuze
- e) BackupGenie
- f) Mozy
- g) Box
- h) Zip Cloud
- i) JustCloud
- j) Googledocs
- k) Dropbox
- l) Sugarsync
- m) Zendto
- n) A University e-mail account
- o) A private, non-university affiliated e-mail account
- p) Paperwork was hand delivered to the supervisor
- q) Other \_\_\_\_\_

8) How did you submit paperwork (e.g. site agreements, formal evaluations) to your supervisor? (select all that apply)

- a) Blackboard
- b) WebCt
- c) Morpheus
- d) Vuze
- e) BackupGenie
- f) Mozy
- g) Box
- h) Zip Cloud
- i) JustCloud
- j) Googledocs
- k) Dropbox
- l) Sugarsync
- m) Zendto
- n) A University e-mail account
- o) A private, non-university affiliated e-mail account
- p) Paperwork was hand delivered to the supervisor
- q) Other \_\_\_\_\_

9) Please specify the software program(s) you received any form of training on?

d) \_\_\_\_\_

9) Please specify the software program(s) you received any form of training on?

a) \_\_\_\_\_

10) Regarding the technology you used as a supervisor, in which of the following legal/ethical areas did you receive training? (select all that apply)

e) Health Insurance Portability and

10) Regarding the technology you used as a supervisee, in which of the following legal/ethical areas did you receive training? (select all that apply)

a) Health Insurance Portability and

- Accountability Act
- f) Family Education Rights and Privacy Act
- g) American Counseling Association Code of Ethics
- h) None

*Question 11 was combined into a single item matrix*

11) In your opinion, how often did you use technology in supervision while in compliance with the Health Insurance Portability and Accountability Act?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

11) In your opinion, how often did you use technology in supervision while in compliance with the Family Education Rights and Privacy Act?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

11) In your opinion, how often did you use technology in supervision while in compliance with the American Counseling Association Code of Ethics?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

- Accountability Act
- b) Family Education Rights and Privacy Act
- c) American Counseling Association Code of Ethics
- d) None

*Question 11 was combined into a single item matrix*

11) In your opinion, how often did you use technology in supervision in compliance with the Health Insurance Portability and Accountability Act?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

11) In your opinion, how often did you use technology in supervision while in compliance with the Family Education Rights and Privacy Act?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

11) In your opinion, how often did you use technology in supervision while in compliance with the American Counseling Association Code of Ethics?

- a) Always
- b) Most of the time
- c) Some of the time
- d) Rarely
- e) Never
- f) I don't know
- g) Prefer not to say

12) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

How many years/months of experience do you have providing distance supervision prior to the summer 2014 semester?

a) Years \_\_\_\_\_ Months \_\_\_\_\_

12) **Distance Supervision:** Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.

How many years/months of experience do you have receiving distance supervision prior to the summer 2014 semester?

a) Years \_\_\_\_\_ Months \_\_\_\_\_

## **Part 2**

**Directions:** While completing the remainder of the survey, please think about your supervision experience for the summer 2014 semester only. If you are providing supervision in more than one format (individual/triadic/group), or to more than one supervisee, please think about your experience in only one of the formats with only one of your supervisees while you complete the remainder of the survey.

13) Please pick a supervision format.

- i) Practicum Individual
- j) Practicum Triadic
- k) Practicum Group
- l) Internship Individual
- m) Internship Triadic
- n) Internship Group
- o) Other \_\_\_\_\_
- p) I did not provide supervision during the summer 2014 semester (*if h send to demographic section*)

14) When communicating in real time (live) with your supervisee, what communication methods did you use? (select all that apply)

- a) Face-to-face (e.g., in-person supervision)
- b) Video web conferencing (e.g., computer software that allows for both video and audio communication)
- c) Audio web conferencing (e.g., computer software that allows for audio

**Directions:** While completing the remainder of the survey, please think about your university-provided supervision experience for the summer 2014 semester only. If you are receiving supervision in more than one format (individual/triadic/group), or from more than one supervisor, please think about your experience in only one of the formats, with only one of your supervisors while you complete the remainder of the survey.

13) Please pick a supervision format.

- i) Practicum Individual
- j) Practicum Triadic
- k) Practicum Group
- l) Internship Individual
- m) Internship Triadic
- n) Internship Group
- o) Other \_\_\_\_\_
- p) I am did not receive supervision during the summer 2014 semester (*if h send to demographic section*)

14) When communicating in real time (live) with your supervisor, what communication methods did you use? (select all that apply)

- a) Face-to-face (e.g., in-person supervision)
- b) Video web conferencing (e.g., computer software that allows for both video and audio communication)
- c) Audio web conferencing (e.g., computer software that allows for audio

communication)

- d) Phone
- e) Text based chat on the computer/mobile device
- f) Other \_\_\_\_\_

15) What software programs did you use with your supervisee, if any?

- a) Skype
- b) Collaborate
- c) Illuminate
- d) Wimba
- e) WebCt
- f) Adobe Connect
- g) Cisco Web Ex Meeting Center
- h) Citrix GoToMeeting
- i) Fuze MeetingPro
- j) ooVoo Pro
- k) iMeet
- l) iLink
- m) Click Meeting
- n) MegaMeeting
- o) GlobalMeet
- p) Ready Talk
- q) InterCall
- r) VSee
- s) Infinite Conferencing
- t) Facetime
- u) Google video chat
- v) None during the Summer 2014 semester
- w) Other \_\_\_\_\_

16) Did you have the choice to participate in distance supervision this summer 2014 semester?

- a) Yes
- b) No

17) How many hours of supervision did you complete with your supervisee during the summer 2014 semester?

- a) Pull down numbers menu

communication)

- d) Phone
- e) Text based chat on the computer/mobile device
- f) Other \_\_\_\_\_

15) What software programs did you use with your supervisor, if any?

- a) Skype
- b) Collaborate
- c) Illuminate
- d) Wimba
- e) WebCt
- f) Adobe Connect
- g) Cisco Web Ex Meeting Center
- h) Citrix GoToMeeting
- i) Fuze MeetingPro
- j) ooVoo Pro
- k) iMeet
- l) iLink
- m) Click Meeting
- n) MegaMeeting
- o) GlobalMeet
- p) Ready Talk
- q) InterCall
- r) VSee
- s) Infinite Conferencing
- t) Facetime
- u) Google video chat
- v) None during the summer 2014 semester
- w) Other \_\_\_\_\_

16) Did you have the choice to participate in distance supervision this summer 2014 semester?

- a) Yes
- b) No

17) How many hours of supervision did you complete with your university supervisor during the summer 2014 semester?

- a) Pull down numbers menu

Part 3

*Working Alliance Inventory Questions will be inserted here (items 18-31). However, these items were not included in the pilot study*

Part 4

18) Do you currently live within 50 miles driving distance from the physical campus location of your current program?

- e) Yes
- f) No
- g) I don't know

19) Please select the state which the main campus of your university is located:

- a) Pull down menu with states

20) Relationship Status (select all that apply):

- d) Single
- e) In a relationship
- f) Cohabitation (living together)
- g) Married/civil union
- h) Other \_\_\_\_\_

21) Please estimate your average annual household income:

- a) Less than \$10,000
- b) \$10,000 to \$19,999
- c) \$20,000 to \$29,999
- d) \$30,000 to \$39,999
- e) \$40,000 to \$49,999
- f) \$50,000 to \$59,999
- g) \$60,000 to \$69,999
- h) \$70,000 to \$79,999
- i) \$80,000 to \$89,999
- j) \$90,000 to \$99,999
- k) \$100,000 to \$149,999
- l) \$150,000 or more
- m) Prefer not to say

22) Gender (check all that apply):

- a) Male
- b) Female
- c) Transgender
- d) Other\_\_\_\_\_
- e) Prefer not to say

23) Please specify your age?

- a) Pull down menu
- b) Prefer not to say

24) How many children are you the legal guardian of?

- d) Pull down menu to select number of children
- e) Prefer not to say

25) What are the age(s) of your children (for example, if you have 2 children, 7 years of age, and another 9 years of age please write "7,9" in the blank below)

- c) Open response box
- d) I don't have any children
- e) Prefer not to say

26) **Employment** is defined as a job which you are paid to complete.

On average, how many hours a week do you work (insert zero if you are not currently employed)?

- a) Pull down menu
- b) Prefer not to say

27) Please specify the ethnicity with which you most identify:

- Asian / Pacific Islander
- Black or African American
- Hispanic or Latino
- Native American or American Indian
- White or Caucasian
- Biracial/Multiracial
- Other\_\_\_\_\_
- Prefer not to say

28) Please type the name of your college/university in the blank.

This information will be used to estimate response rate and to understand the scope of participants reached by the survey. Individual names of all colleges/universities will be kept confidential and will not be reported in any part of the study.

- c) Open response
- d) Prefer not to say

**Additional Items only for the pilot study**

**Part 5**

**Directions:** You have finished the survey. Please consider providing me feedback on the survey you just took by answering the following three items. I will utilize your feedback to make improvements to the survey. Thank you!

30) How long did it take you to complete the survey?

- a) Open response

**Purpose:**

The survey was designed to assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information.

32) What changes would you make to this survey, if any?

- a) Open response

31) Where there any question we should of asked that we didn't?

- a) Open response

## Appendix I

### Final Revisions After Pilot

Item Draft 3	Question/Direction (only listed for revised items)	Response Item (only listed for revised items)	Pilot Participant Feedback	Researcher Observations Based on Pilot Responses	Dissertation Committee Feedback	Decision/Action	Item Draft 4
Part I	<p><b>Directions:</b> While completing the following section, please think about your experiences as a supervisor OR supervisee (which ever applies to you) in university- provided supervision at your current university. If you have held both the role of a supervisee and supervisor at your current university, then please pick one of the supervisory roles and complete the entire survey from that perspective.</p>		Separate the supervision and supervisory roles more to keep it clear.			<p>Revise directions: Please complete the survey from one perspective, either as a supervisor OR supervisee while thinking about your experiences in university provided supervision at your <u>current</u> university. If you have held both the role of a supervisor and supervisee at your current university, then please pick one</p>	



						role and complete the entire survey from that perspective.	
1						No change	1
2						No change	2
2a						No change	2a
3	Please indicate the specialty area of the CACREP accredited program(s) that you are receiving supervision. (select all that apply).	a) Addictions Counseling b) Career Counseling c) Clinical Mental Health Counseling/Community Counseling d) Marriage, Couple, and Family Counseling e) School Counseling f) Student Affairs and College Counseling g) Other _____ My program is not CACREP accredited	A review panel member previously suggested adding a PhD response item that was accidentally overlooked. Indicate vs. select, select is used in item 2.			A response item was added: d) Doctoral: Counselor Education and Supervision. In the question, indicate was replaced with select.	3
3a	Please indicate the specialty area of the CACREP accredited program(s) that you	Same as above	See above			Same as above	3a

	are providing supervision. (select all that apply).								
4	<b>Distance</b> <b>Supervision:</b> Is defined as supervision conducted in real time (live) when the supervisor and supervisee are located in different physical locations.  Does distance supervision exist in your program?	a) Yes b) No c) I don't know					Unclear, Is this for all supervision-distance and otherwise? Weird to define distance supervision, ask one question, then go back to all supervision..	Item and distance supervision definition moved to a grouping with other questions (12, 13) that require the definition of distance supervision	11
4a	Same as above	Same as above					See item above	See item above	11a
5									4
5a									4a
6									5
6a									5a
7	How did you submitted paperwork (e.g. site agreements, formal evaluations) to your supervisor (select all that apply)?						For distance? When?	The distance definition was removed to avoid confusion and "did was replaced with "have".	6

7a	How did your supervisee(s) submit their recorded counseling sessions to you? (select all that apply)					See item above	Same as above	6a
8	How did you submit paperwork (e.g. site agreements, formal evaluations) to your supervisor?					For distance? When?	The distance definition was removed to avoid confusion and "did was replaced with "have". Directions were also clarified	7
8a	How did your supervisee submit paperwork (e.g. site agreements, formal evaluations) to you? (select all that apply)					See item above	The distance definition was removed to avoid confusion and "did was replaced with "have". Directions were also clarified	7a
9	Please specify the software program(s) you received any form of training on?					Why check box and text box? Looks too small. For supervision or all	Check box in Qualtrics could not be removed. Item was revised for clarity and examples were	8

							software (i.e. SPSS). Clarify	provided	
9a	Same as above						See item above	Same as above	8a
10				Maybe asked, if you have not received training about HIPPA, FERPA, ACA via technology, was there another method utilized. Or maybe be more clear, does using the internet to do your own training/read ing count?	Develop training matrix. to assess formal, informal, and self training. Type of training was also previously suggested by an expert review panel member.		Unclear – technology and ethics	Item 10 was revised to develop a matrix to assess types of training	9
10a				See item above	See item above		Unclear – technology and ethics	Same as above	9a
11							Will	Topic will be	10

							discussed in limitations section		10a
11a									12
12							The distance supervision def should be at the top page.	Distance supervision definition was placed at the top of the Qualtrics page before question 4 of draft 3 (which was moved to question 11 draft 4)	
12a							See item above		12a
New Item	Can your entire counseling degree be completed from a distance at your current university (e.g., a student taking all classes at a separate physical location than where the university is located)?	a) Yes b) No c) Some classes, but not all						Purpose: To assess the prevalence of online programs.	13
New Item	Can a student's entire counseling degree be completed	a) Yes b) No c) Some classes, but							13a

	from a distance at your current university (e.g., a student taking all classes at a separate physical location than where the university is located)?	not all							
Part 2								Consider an example	Examples provided
13									14
13a									14a
14	When communicating in <u>real time (live)</u> with your supervisor, what communication methods did you use? (select all that apply)					Item used in 3 RQs. May gain more information to better place participants into groups if percentages of delivery methods were requested. Specify semester for clarity?		Item matrix was adapted to request percentages: When communicating in real time (live) with your supervisor, what percentage of the time did you use the following communication methods during the <u>spring 2015</u> semester (responses must	15

							add up to 100%)?	
14a	When communicating in real time (live) with your supervisee, what communication methods did you use? (select all that apply)					See item above	Same as above	15a
15	What software programs did you use with your supervisee, if any?					Specify semester for clarity?	Semester specified within question	16
15a						See item above	Same as above	16a
16	Did you have the choice to participate in distance supervision this summer 2014 semester?					Specify semester for clarity?	Semester specified within question	17
16a						See item above	Same as above	17a
17	How many hours of supervision did you complete with your supervisee during the summer 2014 semester?					Specify semester for clarity?	Semester specified within question	18
17a						See item	Same as above	18a





### Pilot Study Feedback from Participants

**Prompt 1:** How long did it take you to complete the survey?

Responses in minutes: 10, 13, 15, 5, 15, 10, I don't know, 10, 15-20, 20, 10, 10, 10, 10, 7, 60 but I was at work, 10, 5, 12

Average with the "60 but I was at work" response removed: 192/17 = ~11 minutes

**Prompt 2:** The survey was designed to assess the prevalence of distance supervision in counselor education, supervisor and supervisee training on the technology used in distance supervision, supervision experience, experience with technology in supervision, types of delivery methods used in supervision, types of technology used in supervision, and basic demographic information.

What changes would you make to this survey, if any?

Comment #	Feedback	Action/Decision
1	I used some technology for my "in person" supervision. Incorporate that	The survey was reexamined for clarity and items were revised as specified above.
2	Maybe add some likert type questions about comfort in using different types of technology when doing distance supervision	Comfort was considered as an item to measure. However, due to attempting to maintain as few questions on the survey as possible to increase completion rate no comfort items were added.
3	none	
4	None. It's a really awesome survey.	
5	n/a	
6	I think the questions about supervision experience and experience with technology in supervision could be specified on challenges that the supervisor encountered when provided distance supervision	Benefits and challenges of using technology in supervision were considered. However, there are numerous studies that indicate the benefits and challenges of using technology in supervision.
7	Separate the supervision and supervisory roles more to	Directions were further revised as indicated above for clarity

	keep it clear.	
8	N/A	
9	Clarity of distinction between questions about the supervisee and supervisor.	Altered directions for clarity
10	including supervision from academic classes, such as COUN XXX [advanced techniques]	Participants not in Practicum or internship were screened out of the survey. The purpose for which is that CACREP requires minimum supervision standards for practicum and internship which provide consistency across programs. Whereas, supervision in advanced techniques may vary greatly across programs.
11	Provide n/a as a response.	N/A response items were considered and none, I don't know, or other response option were reexamined.
12	N/A	
13	none	

**Prompt 3:** Where there any questions we should of asked that we didn't?

Comment #	Feedback	Action/Decision
1	no	
2	See above	
3	no	
4	No.	
5	I would suggest the question about which delivery methods used were effectively for supervisor in providing distance supervision to supervisees	Effectiveness of delivery methods was considered. However, adding items to assess the effectiveness of technology and delivery methods would add at least 4 questions to the survey. Effectiveness of delivery methods was not assessed.
6	How satisfied with distance versus face to face methods were you...	Satisfaction was previously considered, however, the shortest instrument to assess satisfaction was 8 items. To avoid adding

			to many items to the survey satisfaction was not assessed.
7	N/A		
8	No		
9	I can't think of any but the 'Where' for Q31 should be changed to 'were'.		Q31 was only provided to pilot study participants to assess if there was anything that should be added to the survey. No change was necessary
10	maybe asked, if you have not received training about HIPPA, FERPA, ACA via technology, was there another method utilized. Or maybe be more clear, does using the internet to do your own training/reading count?		Item 10 was revised to develop a matrix to assess types of training

### Dissertation Committee General Feedback

Comment #	Feedback	Action/Decision
1	Check all questions for punctuation. Period not colon	Colons replaced with period throughout
2	Consider putting responses in alpha order	Response items were listed in alpha order
3	For the digital copy limit questions on page to what can be viewed without scrolling	Survey blocks were developed to limit the number of items to a single screen shot
4	Further revise direction for clarity.	Done throughout as specified above
5	Use consensus version of race/ethnicity question	Consensus format was used
6	Suppress IC	The length of the IC was slightly minimized by making statements more concise.

**Appendix J**  
**Survey Invitation Letters**

**One**

Dear Dr. \_\_\_\_\_,

I am conducting a study on the methods used to deliver supervision and supervisory working alliance in CACREP accredited programs and would greatly appreciate your assistance in distributing this survey to your students (Masters/EdS/PhD), faculty, and adjunct faculty.

The survey takes ~10 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

To be eligible to complete the survey, an individual should be a supervisor or supervisee involved in university provided supervision (supervision between a student and a faculty member/student supervisor).

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.co1.qualtrics.com/SE/?SID=SV\\_aaFfly6w1KpOjHf](https://odu.co1.qualtrics.com/SE/?SID=SV_aaFfly6w1KpOjHf)

If you intend to distribute this survey, please consider sending me a quick note to let me know.

Thank you in advance for sharing this survey with your students, faculty, and adjunct faculty.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert Carlisle

## Survey Invitation Letter 2

Dear Faculty,

I am conducting a study (10-minute survey) on the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs and would greatly appreciate your participation as a supervisor, and assistance in distributing this survey to your supervisees (Masters/EdS/Doctoral).

\*\*\*If you have already participated in this study or distributed this announcement to your students (thank you!) and please ignore the below information.

\*\*\*To be eligible to complete the survey, an individual should be a supervisor or supervisee involved in university provided supervision (supervision between a student and a faculty member/student supervisor) in a CACREP accredited program.

The survey takes ~10 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.co1.qualtrics.com/SE/?SID=SV\\_aaFfly6w1KpOjHf](https://odu.co1.qualtrics.com/SE/?SID=SV_aaFfly6w1KpOjHf)

If you intend to distribute this survey to students, please consider sending me a quick note to let me know.

Thank you in advance for your participation and for sharing this survey with your students.

Please feel free to contact me with any questions: rcarl015@odu.edu

Sincerely,

Robert Carlisle

### Survey Invitation Letter 3 and 4

Dear Faculty,

I am conducting a study (10-minute survey) on the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs and would greatly appreciate your participation as a supervisor, and assistance in distributing this survey to your supervisees (Masters/EdS/Doctoral).

\*\*\*If you have already participated in this study or distributed this announcement to your students (thank you!) and please ignore the below information.

\*\*\*To be eligible to complete the survey, an individual should be a supervisor or supervisee involved in university provided supervision (supervision between a student and a faculty member/student supervisor) in a CACREP accredited program.

The survey takes ~10 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University. Chaired by Dr. Danica Hays, dhays@odu.edu

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.col.qualtrics.com/SE/?SID=SV\\_aaFlly6w1KpOjHf](https://odu.col.qualtrics.com/SE/?SID=SV_aaFlly6w1KpOjHf)

If you intend to distribute this survey to students, please consider sending me a quick note to let me know.

Thank you in advance for your participation and for sharing this survey with your students.

Please feel free to contact me with any questions: rcarl015@odu.edu

Sincerely,

Robert Carlisle

### Survey Invitation Letter 5

Subject: Request to distribute dissertation survey to students and faculty

Dear Dr. \_\_\_\_\_,

In addition to collecting dissertation data last semester, I am collecting data again for the spring 2015 semester.

I respectfully request your assistance to distribute this survey to your counseling students (Masters/EdS/PhD) and faculty (full-time, part-time, adjuncts, lecturers).

The purpose of the study is to examine the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs.

The survey takes ~ 12 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

To be eligible to complete the survey, an individual should have experience as a supervisor or supervisee involved in university provided supervision (supervision between a student and a faculty member/student supervisor).

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.col.qualtrics.com/SE/?SID=SV\\_aaFily6wtKpOjHf](https://odu.col.qualtrics.com/SE/?SID=SV_aaFily6wtKpOjHf)

If you intend to distribute this survey, please consider sending me a quick note to let me know.

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert

### Survey Invitation Letter 6

Subject: Request to distribute dissertation survey to students and faculty

Dear Dr. ,

In addition to collecting dissertation data last semester, I am collecting data again for the spring 2015 semester.

I respectfully request your assistance to distribute this survey to your counseling supervisees (Masters/EdS/PhD) and faculty supervisors (full-time, part-time, adjuncts, lecturers).

\*\*\*If you have already distributed this survey request to your students and/or faculty this semester (Thank you!) and please ignore this request.

If you intend to distribute this survey, please consider sending me a quick note to let me know.

Thank you!

-----

Dear Potential Participants,

The purpose of the study is to examine the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs.

The survey takes ~ 12 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

To be eligible to complete the survey you should meet one of the below criteria:

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (any format) in a practicum or internship course from a faculty member at your current university.

OR

Supervisor, in a CACREP program with past and/or present experience providing supervision (individual/triadic/group) to practicum or internship students at your current university.

\*\*\* As a participant, if you believe you have already participated in this study last semester or this semester (Thank you!) please disregard my request.



This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.col.qualtrics.com/SE/?SID=SV\\_aaF1ly6wIKpOjHf](https://odu.col.qualtrics.com/SE/?SID=SV_aaF1ly6wIKpOjHf)

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert

### Survey Invitation Letter 7

Subject: Dissertation participation and distribution request- Supervision delivery methods

Dear Faculty Members,

In addition to collecting dissertation data last semester, I am collecting data again for the spring 2015 semester. I respectfully request your participation and assistance to distribute this survey to your counseling students (Masters/EdS/PhD) and faculty.

The purpose of the study is to examine the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs. The survey takes ~ 12 minutes to complete. Participation is completely anonymous and participants can withdrawal from the study at any time.

If you would be willing to distribute this survey please consider sending me a quick note to let me know.

To be eligible to complete the survey participants should meet one of the below criteria:

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (e.g., individual/triadic/group) from a faculty member at your current university.

OR

Supervisor- in a CACREP program with past and/or present experience providing supervision (e.g., individual/triadic/group) to students at your current university.

\*\*\* If you believe you have already participated in this study last semester or this semester (Thank you!) please disregard my request.

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.col.qualtrics.com/SE/?SID=SV\\_aaFily6w1KpOjHf](https://odu.col.qualtrics.com/SE/?SID=SV_aaFily6w1KpOjHf)

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely, Robert

### Survey Invitation Letter 8-CESNET

Subject: Supervision delivery methods survey- Request for participation

Dear Counseling Educators and Student,

I respectfully request your *participation* and/or *assistance* to distribute this survey to your counseling students (Masters/EdS/PhD) and faculty. In addition to collecting dissertation data last semester, I am collecting data again for the spring 2015 semester.

The purpose of the study is to examine the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs. The survey takes ~ 12 minutes to complete. If you would be willing to distribute this survey please consider sending me a quick note to let me know.

To be eligible to complete the survey participants should meet one of the below criteria:

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (e.g., individual/triadic/group) from a faculty member at your current university.

OR

Supervisor- in a CACREP program with past and/or present experience providing supervision (e.g., individual/triadic/group) to students at your current university.

\*\*\* If you believe you have already participated in this study last semester or this semester (Thank you!) please disregard my request.

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University. Participation is completely anonymous and participants can withdrawal from the study at any time.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.col.qualtrics.com/SE/?SID=SV\\_aaFily6w1KpOjHf](https://odu.col.qualtrics.com/SE/?SID=SV_aaFily6w1KpOjHf)

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert

### Survey Invitation Letter 8-COUNSGRAD

Subject: Supervision delivery methods survey- Request for participation

Dear Counseling Students,

I respectfully request your *participation* in my dissertation that is examining the methods used to deliver supervision and supervisory working alliance in CACREP accredited counseling programs. The survey takes ~ 12 minutes to complete.

To be eligible to complete the survey participants should meet one of the below criteria:

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (e.g., individual/triadic/group) from a faculty member at your current university.

OR

Supervisor- in a CACREP program with past and/or present experience providing supervision (e.g., individual/triadic/group) to students at your current university.

\*\*\* If you believe you have already participated in this study last semester or this semester (Thank you!) please disregard my request.

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University. Participation is completely anonymous and participants can withdrawal from the study at any time.

The survey can be completed by clicking the following link or pasting the link into the your URL if you receive an error:

[https://odu.co1.qualtrics.com/SE/?SID=SV\\_aaF1ly6w1KpOjHf](https://odu.co1.qualtrics.com/SE/?SID=SV_aaF1ly6w1KpOjHf)

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert

### **Survey Invitation Letter 9-Verbal Invitation**

#### **Verbal Participation Invitation: National Conference Graduate Students**

Greetings,

My name is Robert, I am a student at Old Dominion University. I am currently working on my dissertation that is examining supervision delivery methods and the supervision relationship. If you are a supervisee at your current CACREP accredited university and you are interested in participating in my study while you have some down time at the conference, please let me know and I will give you a copy of the 10 minute survey. I also set up a secure survey drop box, the one right there with the pink sign, so completed surveys may be dropped of anonymously. Thank you for considering my request, please let me know if you have any questions.

#### **Verbal Participation Invitation: General National Conference Attendees**

Hi,

My name is Robert, might I have a brief moment of your time?

Thanks. I am currently working on my dissertation at Old Dominion University that is examining supervision delivery methods and the supervision relationship. If you are at a university and you are a supervisor or a supervisee I would love to jot down your e-mail address so I may send you a link to a quick 10 minute survey after the conference.

Thank you again.

### Survey Invitation Letter 9

Subject: Following up from our conversation at ACA (Friendly Reminder)

Greetings,

This is Robert Carlisle. I enjoyed speaking with you this past [Friday in the expo hall during lunch/Friday at the CSI meeting/Friday at the CSI showcase/Friday at the reception/Saturday at my poster presentation/Saturday in the Expo hall during lunch]. Thank you for allowing me to borrow a moment of your time to request your participation in my dissertation study (supervision delivery methods and the supervision relationship).

Participation Criteria:

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (e.g., individual/triadic/group) from a faculty member at your current university.

OR

Supervisor- in a CACREP program with past and/or present experience providing supervision (e.g., individual/triadic/group) to students at your current university.

Click on the following link or copy and paste the link to your browser's URL box to take the 10 minute survey:

[https://odu.co1.qualtrics.com/SE/?SID=SV\\_aaFllY6w1KpOjHf](https://odu.co1.qualtrics.com/SE/?SID=SV_aaFllY6w1KpOjHf)

Lastly, in the event you would be willing to forward this survey to your colleagues (other students and/or faculty) I included a full invitation letter below.

Your support is greatly appreciated and if you would prefer not receive a second participation reminder please send me a quick note.

Thank you!

Robert

---

Subject: Supervision delivery methods survey- Request for participation

Dear Counselor Educators and Counseling Students,

I respectfully request your *participation* in my dissertation study that is examining supervision delivery methods and the supervision relationship.

**Participation Criteria:**

Supervisee- In a CACREP program, with past and/or present experience receiving supervision (e.g., individual/triadic/group) from a faculty member at your current university.

OR

Supervisor- in a CACREP program with past and/or present experience providing supervision (e.g., individual/triadic/group) to students at your current university.

The survey takes ~ 10 minutes to complete and can be filled out by clicking on the below link or pasting the link into the URL box at the top of your internet browser.

[https://odu.co1.qualtrics.com/SE/?SID=SV\\_aaF1ly6wIKpOjHf](https://odu.co1.qualtrics.com/SE/?SID=SV_aaF1ly6wIKpOjHf)

This study has been approved by the Human Subjects Committee, Darden College, Old Dominion University. Participation is completely anonymous and participants can withdrawal from the study at any time.

Thank you for considering my request.

Please feel free to contact me with any questions: rcarl015@odu.edu.

Sincerely,

Robert

## Appendix K

### Human Subjects Approval



DARDEN COLLEGE OF EDUCATION  
Human Subject Committee  
Norfolk, Virginia 23519-0156  
Phone: (757) 683-6695  
Fax: (757) 683-5756

June 23, 2014

Approved Application Number: 201403019

Dr. Danica Hays  
Department of Counseling and Human Services

Dear Dr. Hays:

Your Application for Exempt Research with Robert Carlisle entitled "An Examination of Supervisory Working Alliance, Supervisee Demographics, and Delivery Methods of Distance Supervision" has been found to be EXEMPT under Category 6.2 from IRB review by the Human Subjects Review Committee of the Darden College of Education.

The determination that this study is EXEMPT from IRB review is for an indefinite period of time provided no significant changes are made to your study. If any significant changes occur, notify me or the chair of this committee at that time and provide complete information regarding such changes. In the future, if this research project is funded externally, you must submit an application to the University IRB for approval to continue the study.

Best wishes in completing your study.

Sincerely,

Robert J. Spina, Ph.D., FACSM  
Associate Dean for Undergraduate Education and College Assessment  
Darden College of Education  
Old Dominion University  
[rspina@odu.edu](mailto:rspina@odu.edu)

Interim Chair  
Darden College of Education Human Subjects Review Committee  
Old Dominion University